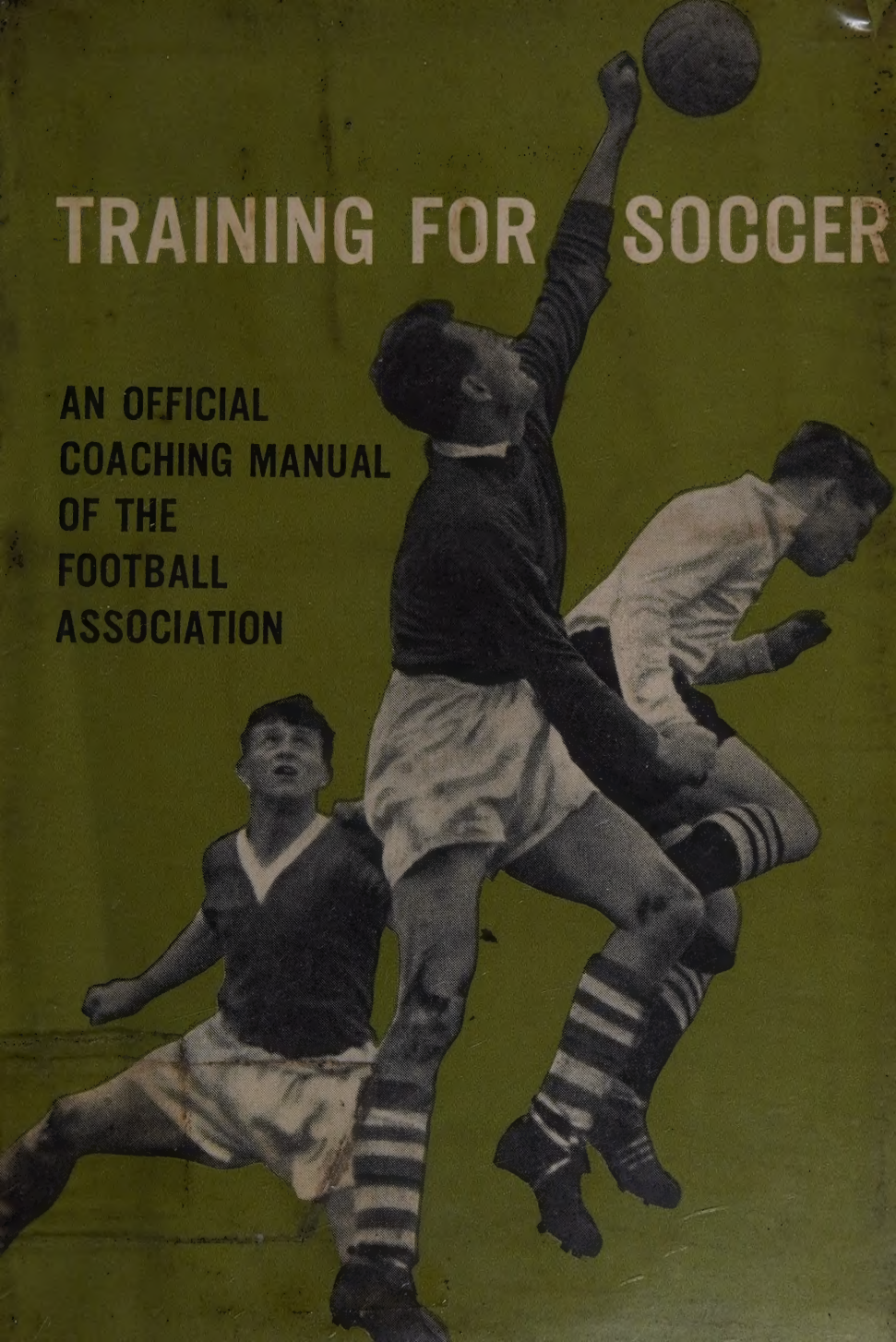


# TRAINING FOR SOCCER

AN OFFICIAL  
COACHING MANUAL  
OF THE  
FOOTBALL  
ASSOCIATION



# TRAINING FOR SOCCER

by Walter Winterbottom

*the F.A.'s Director of Coaching*

AT the annual series of courses run by the F.A., new activities are always being devised to raise standards of fitness and to perfect the game's various skills and team combinations. This new guide, which is a sequel to the same author's best-selling *Soccer Coaching*, starts by explaining exercises and activities designed to promote speed and stamina in running, to increase agility, and develop the player's physique in readiness for the most strenuous match; among these will be found recommended training circuits and 'resistance' exercises with the use of weights. Next come numerous practices in passing, shooting, heading, tackling, goalkeeping, and so on—all of them thoroughly tested and in line with the most up-to-date thinking. There are 'Conditioned Practice Restarts', and 'Free Play' in which each player is encouraged to move so that he can combine his own movements with those of the team.

The text is presented with line drawings and diagrams arranged to facilitate understanding. Every coach will find it preparing his training for the serious player with following its advice to bring him the ut

796.2

Football Association

~~WINTERBOTTOM, W.~~

Training for Soccer

318551



**Greenwich Council**  
**Library & Information Service**



**HMP Belmarsh Library**  
**Western Way, SE28 0EB**  
**020 8331 4522**

Please return by the last date shown

Thank  
You!

To renew, please contact any Greenwich library

Issue: 02

Issue Date: 06.06.00

Ref: RM.RBL.LIS

GREENWICH LIBRARIES



3 8028 00913565 5

2.2.



130816

# Training for Soccer



# Training for Soccer

---

An Official Coaching Manual of  
THE FOOTBALL ASSOCIATION



HEINEMANN

LONDON MELBOURNE TORONTO

William Heinemann Ltd  
LONDON MELBOURNE TORONTO  
CAPE TOWN AUCKLAND  
THE HAGUE

First published 1960  
by William Heinemann Ltd  
in association with  
The Naldrett Press Ltd

© by The Football Association 1960  
*All rights reserved*

GREENWICH PUBLIC LIBRARIES	
Class No.	796-2
Cross Ref.	
Stock No.	318551

Printed in Great Britain  
by The Windmill Press Ltd  
Kingswood, Surrey



# Contents

Introduction	vii
--------------	-----

## PART ONE: *Fitness Training*

1	Arrangement of Sessions	3
2	Running	6
3	Running Activities with the Ball	18
4	Jumping and Agility Exercises	28
5	General Exercises	33
6	Circuit Training	43

## PART TWO: *Skill Practices*

7	Passing	49
8	Shooting	69
9	Heading	81
10	Dribbling	94

## CONTENTS

11	Tackling	105
12	Ball control	113
13	Goalkeeping	123
14	Functional Training	133

### PART THREE: *Coaching in the Game*

15	Conditioned Games and Practices	147
16	Restarts	152
17	Tactics	169

### PART FOUR: *Organisation*

18	Coaching Schemes and Tables of Activities	179
----	---	-----

## Introduction

ANYONE who has seriously tried to coach soccer knows that there is no such thing as a magic formula that will make ordinary players into world-beaters. On the other hand, experience shows that a good programme of training and coaching can help players to improve their abilities considerably and give them the best chance of becoming an effective team. The programme by itself is not enough. Much depends upon the manner in which the exercises are carried out. The coach must stimulate the players to work hard. He will know that practices have to be repeated continually over a period before positive results can be hoped for in a match. It is only by hard training and determined practice that real progress is made in achieving fitness and skill.

This book is written primarily to provide the coach with a source, a reference guide to a variety of practices, but the player too will find ideas to help him to better his general fitness for the game and his skill in playing it. Officials who have a keen interest in their team's achievements will, it is hoped, also wish to read the book, so as to understand something of the requirements of modern training and coaching methods.

It is estimated that 90% of the young men who play football do so for the fun they get out of it and because it is

## INTRODUCTION

an enjoyable way of keeping fit. Many of these cannot find the time for extra sessions of practice, except perhaps at the beginning of the season. Yet there is always amongst them the urge to play the game better and, as and when the opportunity for training and practice occurs, they like to feel that they are using their time to the best advantage. For those who have not had much experience in applying training and coaching techniques, a few important points should be stressed:

1. Whatever time is available, spend it in practical work-outs rather than in discussion of tactics. If you have a specific purpose or tactical theme in mind, then work at it in a practical way on the field.

2. When players can only gather together for the odd session of practice each week, it is as well to choose activities which, whilst improving fitness, will develop ball skill and team play.

3. You must try to persevere with a given theme or purpose until some improvement is felt to have been achieved. For example, you will have to spend many sessions in developing shooting strength before any real progress will be seen.

4. Many important qualities of play are by their nature in strong contrast with each other, e.g., forceful kicking and light ball control. The training programme must be geared to show how best these contrasting qualities can be applied in relation to the circumstances of play. Skills should be practised in settings similar to those of a game, so as to make the players immediately responsive to changes in the game's situation.

So many exercises and variations have been devised that they cannot all be listed in a book of this size, nor is it possible to describe all the tactical themes which are used

## INTRODUCTION

throughout football. Activities have been selected to cover most of the important aspects of training and coaching technique, but it is hoped that coaches will devise others suited to their particular needs.

Once again I feel I must take the opportunity of thanking all those coaches, particularly the staff of the summer courses, who have helped in the F.A. coaching scheme.

WALTER WINTERBOTTOM





PART ONE

# FITNESS TRAINING



# I

## Arrangement of Sessions

SKILL IS UNDOUBTEDLY the most important factor in determining either a player's or a team's efficiency in a ball game such as soccer. Even so, a player needs also to be fit if he is to develop and express his skill to the highest level of its potential. Fitness, for the footballer, can be expressed in the following terms:

- a.* A body free from injury.
- b.* Muscles which provide sufficient endurance, speed, strength and agility to fulfil with ease the maximum demands of a strenuous game.
- c.* An alert mind that can, when required, concentrate wholly on the task at hand.
- d.* A spirit which feels itself with others part of an important venture and to be important to that venture.

In terms of a player's muscular efficiency the endurance factor is of prime importance. All the success achieved by superior skill in a game's early stages can slip away in the last quarter-of-an-hour if a team becomes exhausted and begins to tire. Speed is also required not only in terms of running and skill in controlling the ball but also in the processes of team work. It is perhaps in this respect that

the greatest improvement has yet to be made in the general standards of the game. Muscular strength helps to increase power in moving the body and the ability to withstand the stresses of a match. Agility must be related to the player's function in the team and to game situations in which he is involved.

Schemes of training can be planned to develop these aspects of fitness, but of course much will depend upon the extent and quality of facilities and equipment in relation to the number of players taking part in a session, and also on the length of each session and the amount of time devoted to training each week. Generally speaking, one and a half hours of activity is considered to be sufficient for a training session. If the players are very fit then they should be kept at strenuous exercise continuously throughout it. For less experienced players some light recreational activity may have to be interspersed between exercises of a strenuous nature. Professional players will have several training sessions in any one week, senior amateur players attached to clubs of good standing require two sessions weekly, and junior players may only be able to do one evening of training in addition to their match play. It is considered that players should train in football- or training-boots as often as possible, or else in light plimsolls.

Here are some examples of the ways in which a session can be planned to serve the specific purposes of fitness training:

**Table A.** *Where the emphasis is on endurance running (1½ hour session).*

1. Wind sprints 25 yds.—warming up (5 mins.).
2. Running exercises for endurance (25 mins.).
3. Body exercises (10 mins.).



## FITNESS TRAINING

4. Running exercises with the ball (25 mins.).
5. Fast six-a-side game (25 mins.).

**Table B.** *Where general fitness and skill training are required (2 hour session).*

1. Long distance jogging and sprinting interspersed with conditioning exercises (30 mins.).
2. Skill training applied to phases of the game (45 mins.).
3. Circuit training or weight training (15 mins.).
4. Coached game (1 hour).

**Table C.** *Where speed of movement is to be emphasised (1½ hour session).*

1. Warming up running (5 mins.).
2. Group running with pacing for fast sprints (25 mins.).
3. Recreational activities—wrestling and throwing (10 mins.).
4. Fast interpassing skills and running activities with the ball (25 mins.).
5. Tactical moves, involving deliberate sprinting into open spaces (25 mins.).

**Table D.** *Where the aim is to develop strength of leg in jumping and kicking (1½ hour session).*

1. Wind sprints (5 mins.).
2. Continuous shooting or kicking with emphasis on power (30 mins.).
3. Jumping and agility exercises (15 mins.).
4. Coached game with emphasis on jumping to head ball, long kicking and hard shooting (25 mins.).
5. Circuit training (15 mins.).

**Table E.** *Where, with only one session a week, emphasis is given to ball activities (1½ hour session).*

1. Running with ball (5 mins.).
2. Passing practices in twos and threes involving running at speed (25 mins.).
3. Functional training and pressure training activities aimed at improving performance of skills in game settings (25 mins.).

**Table F.** *Where only limited space is available, e.g. indoors (1½ hour session).*

1. Running, jogging and sprinting (5 mins.).
2. Jumping and agility exercises (20 mins.).
3. Heading and ball control skills (30 mins.).
4. Tactics of throwing-in and passing (20 mins.).

## 2

# Running

RUNNING IS A BASIC TRAINING EXERCISE in most sports, and football is no exception. For over half-a-century footballers have considered lapping around the field to be an essential fitness routine. Indeed, by tradition it has become accepted that six laps is the required daily dose to keep a player tuned-up. Six laps done at a fast speed can be a tough assignment, but a fit player running at an easy rhythmic pace can do twenty or thirty laps

without showing signs of distress. This is far more running than a player has need for in a game—the average is about two to three miles—yet a player who trains by long distance running of a rhythmic type can still become quickly exhausted in a game.

Soccer is not rhythmical and therefore it is important that the footballer should practise the kind of running needed in a game. He must break-up his running into short bursts of sprinting, jogging, and walking, moving off at different angles. This is a form of interval running and there are many variations which are suitable to the footballer's needs.

If a player wishes to improve his running endurance, then he must push himself to continue running when he begins to feel tired or out of breath. If he takes it easy at this moment then he is most likely training within his capacity. It is often said that a performer is not seriously training until the activity begins to hurt, that it is then that he must stick at it to obtain any real benefit. The player who flags in a match is either not sufficiently trained for that level of competition, or else he lacks the determination to overcome the early feelings of tiredness and exhaustion.

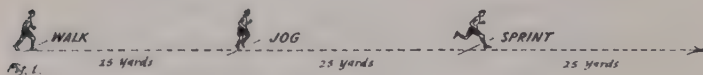
Group running, where players run in small groups, can be of great help in forging a good team spirit and in achieving the determination to work hard. It is not necessary to do all running on the track or round the field. Interval running lends itself to all shapes and size of circuits on the field or training area and can also be done indoors.

The following is a selection of running activities which can be varied by the coach as required:

1. One of the basic exercises for interval running is

## TRAINING FOR SOCCER

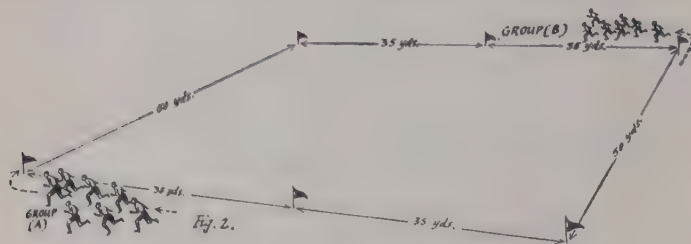
known as the 'wind sprint'. A player jogs for a short distance, e.g. 25 yds., then he sprints 25 yds., and then walks fast for 25 yds. The sequence is repeated continuously. The walking and jogging can be varied in pace but the sprinting must be as fast as possible (fig. 1).



2. Wind sprints can be the basis of a running programme, e.g.:

- 10 wind sprints with 25 yd. intervals
- 20 wind sprints with 25 yd. intervals
- 5 wind sprints with 25 yd. intervals, followed by 3 wind sprints of 50 yd. intervals
- 10 minutes running with varied intervals—  
50 yds. walk, 220 yds. jog, and 25 yds. sprint.

It is helpful to mark the interval distances with sticks or flags. For example, a rectangular run of 70 by 50 yds., with flags at the corners and halfway along the 70 yd. stretches, gives a varied interval of 35 yds., 35 yds., 50 yds. (fig. 2). Wind sprints can be used for warming-up. The player runs freely round the field, judging his own intervals



for sprinting, jogging and walking, but he must try to push himself to do as much as possible.

3. Two groups of players (say 11-12 in each group) start in opposite directions doing wind sprints round the circuit. They try to lap the circuit in the same time so that the groups pass each other roughly about the same position each time round.

4. Two groups of players as in (3) start together in the middle of the walking stretch. Moving in opposite directions, they jog and sprint the next two stretches and meet each other on the next walking stretch. Here the groups stage a variety of agility and combat activities against each other. (Repeat 5-10 times.) Examples:

Leap-frog over opponent's back then crawl through his legs (twice each).

Body wrestle ( $\frac{1}{2}$  min.).

'Step on partner's toes' ( $\frac{1}{2}$  min.).

Chinese boxing or knee boxing ( $\frac{1}{2}$  min.).

Dive-forward roll over crouched opponent (twice each).

Shoulder charging ( $\frac{1}{2}$  min.).

Players must take a different opponent each time they meet. Such activities should be brief in performance so as not to provide too long a respite from running.

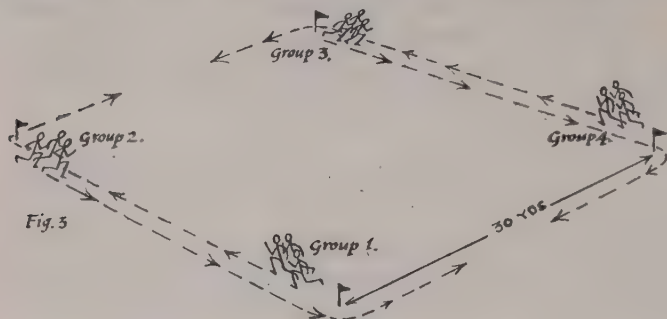
5. Two groups of players run in opposite directions around a 70 by 50 yds. circuit, sprinting along the 50 yd. stretch and jogging the 70 yds. They start together from the middle of the 70 yd. length so that they meet again on the next jogging run. Here team No. 1 must sprint completely around team No. 2 whilst the latter continues jogging. Next time the teams meet, team No. 2 sprints round team No. 1. (Repeat 5-10 times.)

6. A short circuit of four sides, each 30 yds.—or



## TRAINING FOR SOCCER

around the penalty-area (fig. 3). Players in two or four groups each start from a corner, Nos. 1 and 2 running in



opposite directions to each other, and Nos. 3 and 4 likewise. Each group jogs along one side and then sprints along the next and so on. Variations to jogging are introduced, but the hard sprint continues. The following variations to jogging can be used: running backwards; running sideways with heel-clicking action; running sideways with leg cross-over action; long striding walk; long striding run; hopping; double leg jumping; crouch jumping; crab-walking forward, backward, and sideways; running and high-jumping with single foot take off; running and high-jumping with bench take-off; hurdling; vault over bench; forward and backward rolls; cart-wheels. These activities should not be allowed to take up too much time. They are put in the circuit to add to the work rate, not to detract from it.

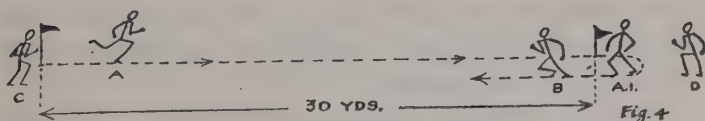
### *Increasing Demand*

A player generally tails-off in his effort very noticeably when he begins to feel tired. The principles of increasing

demand is that of building-up the work rate so that the performer is called upon to do more work as he becomes tired. The demand may be added gradually throughout the activity, or it may be added in bulk in the form of a strenuous test at the end of a period of exercise, or it may be arranged to have a fresh runner to pace a man who is tired in order to pull more effort out of him:

7. A square track with 30 yd. sides and marked by flags. The performer jogs one lap; then sprints one side; followed by another lap at jogging speed; then a sprint of two sides; another lap of jogging; then a sprint of three sides; another lap of jogging; and finally a lap of sprinting. The whole run is timed and the speed of the final lap is noted. On each occasion the performer tries to improve his speed, particularly in the final lap.

8. Shuttle running—distance 25 to 50 yds. A. runs one stretch and touches B. to start him on the return run. A. then tries to overtake B. who at the end of the stretch touches C. to start him off, and then turns to try to overtake him. Meanwhile A. drops-out for a rest period, C. touches D., and D. touches A. to start the whole movement again. Each man paces another player and is then paced himself. The activity is continued so that each player makes ten sprints (fig. 4).



9. A circuit with flags or sticks about 20 yds. apart (fig. 5). The number of flags varies according to the number of runners. For 10 runners 8 flags are needed.

## TRAINING FOR SOCCER



One player goes to each flag, Nos. 9 and 10 stand with No. 1. At the start Nos. 1 and 10 race to flag No. 2 where No. 10 drops out and No. 1, paced by No. 2, runs on to flag No. 3, where No. 1 drops out and so on. Each player thus paces one player, is then paced by another player, and then stops at a flag. In this way the circuit of 160 yds. is quickly done and before a player has time to relax he is again caught up in the next round of sprinting. (Repeat continuously ten or more times.) The organising of this activity is of a high order and should not be attempted with inexperienced groups.

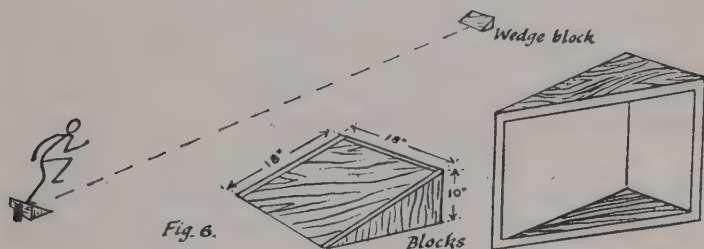
10. A five-sided track marked with flags. Each side 50 yds. and five players or groups of players are positioned at each flag. A sixth group stands alongside group No. 1. All groups start by easy jogging round the circuit, but group No. 1 sprints to No. 2, then eases up whilst No. 2

sprints to No. 3, and so on round the circuit. This is done five times, then the next time round No. 1 sprints past No. 2, to touch-off No. 3 who sprints past a group to No. 5 and so on. This is also done five times. As with the previous activity, this requires carefully organising.

## *Timing Performance*

It is useful to use a stop-watch to time performance so that the player can strive to improve.

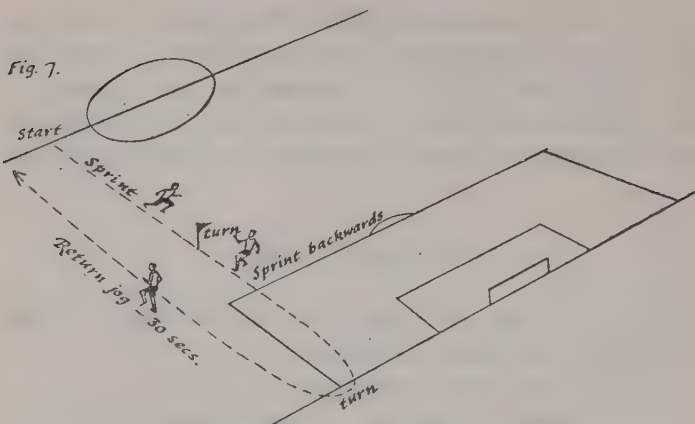
11. Using wedge-blocks spaced at 10 yds. (or 25 yds.) the player is timed on 10 trips (and 20 trips)—that is ten runs across the space between the blocks, using the blocks for turning (fig. 6). When an accurate time has been



taken, the player then performs some strenuous exercise, e.g. twenty 'Burpee' jumps (jump to crouch; legs jump to front support; then to crouch; then jump up, and so on). The player then runs another ten trips to see if he can achieve his former speed. Though he feels tired, it is surprising how he can still produce almost his best time; this should convince him that he is sometimes not as physically tired as he may seem to feel.

12. Players start at the halfway-line, sprint to the penalty-area line where they ease off to the goal-line, and

## TRAINING FOR SOCCER



then jog or walk back to the halfway-line (fig. 7). Half-a-minute is allowed for jogging back before the next sprint. (Repeat 5-10 times.) The same activities can be done except that at the halfway stage of the sprint the players make a spin-turn and continue running backwards at speed until the goal-line is reached.

13. Players start from goal-line, sprint to penalty-area at other end of the field (about 80 yds.) and then ease-off into a jog to round a stick on the other goal-line. They walk or jog back, but must start the next sprint before one minute has elapsed. The coach calls out the time and the number of seconds still to go, and the sprints are made continuously for five or ten minutes.

14. In threes. Timing each other over five successive sprints of 40-50 yds., with a jog return between each sprint. Players try to maintain their fastest time on each sprint, especially the last one.

15. Groups in file formation jog-running around the track. The last man chooses his moment to sprint along the outside of the file to take the front position. The pace

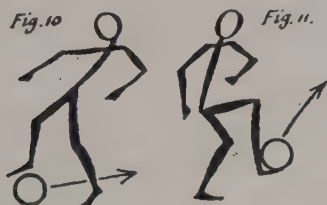


absorb so much attention that the purpose of the running is forgotten.

### 1. *Interval Running*

All basic running activities of the interval-running type can be carried out while the player is controlling a football. During the walk stretch of a wind sprint the player can practise trapping and heading skills; during the jog stretch he can practise dribbling and controlling movement; but in the sprint itself he must run as fast as possible. The skill tasks must be clearly defined, especially if players are working in a group. Examples:

a. Jog-pace—turn on the ball using the method of pulling it with sole of foot (fig. 10).

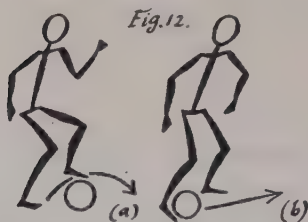


Sprint—run at speed keeping the ball in the stride, so that the player edges it forward each time his left foot strides forward.

Walk-pace—lifting the ball using the instep as though lobbing it over a goalkeeper and then move forward to catch it on the instep, bringing it again to the ground (fig. 11).

This sequence is repeated, the coach urging an all-out effort on the sprints.

b. Jog-pace—practise taking left foot over and



round the ball and then dragging the ball forward with inside of right foot—a drag feint (fig. 12 a and b).

Sprint—kick the ball ahead and try to catch up with it in bursts of sprinting, sometimes with a twist-turn followed by fast running backwards.

Walk-pace—throw the ball up, then trap it with sole of foot on the ground, and simultaneously pull the ball backwards using sole of foot—as though evading a tackle.

Repeat in sequence, concentrating on the bursts of sprinting.

## 2. Circuit Running

a. Run with ball round square track (30 or 50 yds.) with flags at corners; then sprint across diagonal dodging other players. Increase the demand by increasing the length of sprint, e.g., 2 or 3 diagonals at a time.

b. Jog round track as in (a.) then sprint with ball along one side, leave ball, jog round, then gather ball and sprint with it along two sides, and so on.

c. Jog round track as in (a.) bouncing ball with hands; on reaching each flag, ball is rolled ahead, and player runs after and dives on to it (fig. 13). He gets up



and bounces ball to next flag, and so on. This is a training activity for goalkeepers, but it serves as a general agility exercise for all players when the ground is suitably soft but not wet.

### 3. *Circuits with Group Interpassing*

Players in twos and threes carry out interpassing movements whilst making large circuits of the field:

a. A. and B. jog along; A., running 10 yds. behind B., passes forward to B. who, running backward, plays the ball back to A. When a mark (e.g., the halfway-line) is reached, A. passes ball ahead of B. so that the latter has to turn and chase to play the ball back to A. (fig. 14).



b. A., B., and C. practise interpassing and changing positions whilst moving forward at jogging-pace. When the mark is reached, the players sprint and the passing is carried out at greater speed for about 25 yds.

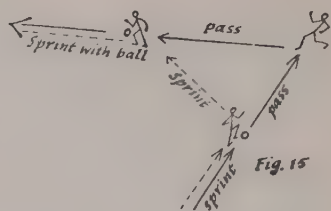
c. A., B., and C. in file at 5 to 7 yd. intervals. Jog-run together round field with A. leading. C. has the ball and lobs it over B. to A.; he then sprints hard to race in front of A. A. turns and controls the ball and passes it backward to B. who now lobs it forward over A. to C., and then sprints ahead of C. The activity continues for two or three circuits of the field.

### 4. *Circuits including Interpassing Practices*

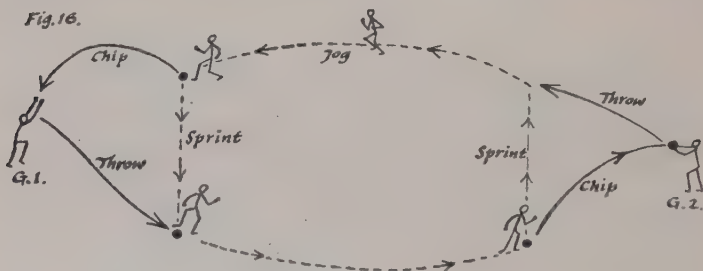
a. Player jogs along one side of square 50 by 50 yds. until he reaches a mark 15 yds. from corner; he then sprints forward and kicks the ball forward at an angled board (or another player); and next sprints across the

## TRAINING FOR SOCCER

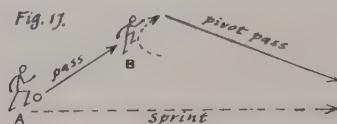
corner of the field to collect the rebound (or return pass) down the other side-line; he gathers the ball and runs at speed to halfway stage (fig. 15). This is repeated at each corner.



b. Players, each with a ball, run in wide circuit (50 yds.) around field. On reaching a given spot, each in turn makes a chip-loft to the goalkeeper, G.1., and then sprints ahead to receive return throw which he must control quickly, maintaining sprint speed for about 5 yds. before he slows into jog-run. At the other end players repeat the same practice using goalkeeper G.2. (fig. 16).



c. As for (b.) but player A. on reaching given spot passes to B. who makes a pivot-turn and then drives ball along to meet A. in his fast sprint down the touchline (fig. 17). A. then jogs on until he reaches C., where A.



does a quick sequence of passes with C. and then races ahead to gather a long chipped ball from C.

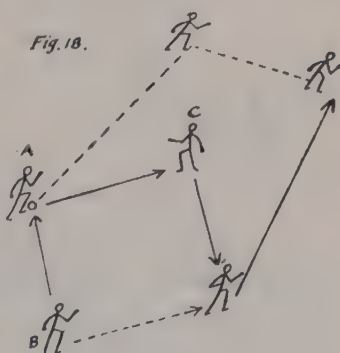
d. Players jog round, each with a ball. As A. reaches B., he passes ball forward to B., who in turn passes back and then runs ahead to receive a long through-pass from A. B. continues jog-running whilst A. takes B.'s place and awaits next player. When B. gets to C. he repeats the movement, a setting-up pass, a return back-pass, and a long through-pass.

e. In pairs jog-running and interpassing with interchange of position. A. sometimes runs ahead of B. and vice-versa. On reaching C., A. passes to C. and runs obliquely for return pass; C. however passes to B., and then A. changes direction of run to receive a pass from B. There should be a distinct check on A.'s sprinting. After first playing the ball to C. he sprints, then checks his run when pass is made from C. to B., and then sprints again to receive pass from B. (fig. 18).

### 5. *Circuit Attacks on Goal*

a. In pairs, A. and B. jog forward, interpassing until halfway-line is reached, when players sprint and interpass to attack the other goal and score. Repeat, attacking each goal in turn.

b. In pairs, A. and B. jog forward close to touch-line until halfway-line is reached, when A. passes infield to B. and then dashes down the line to collect the long return pass; he takes the ball to goal-line and



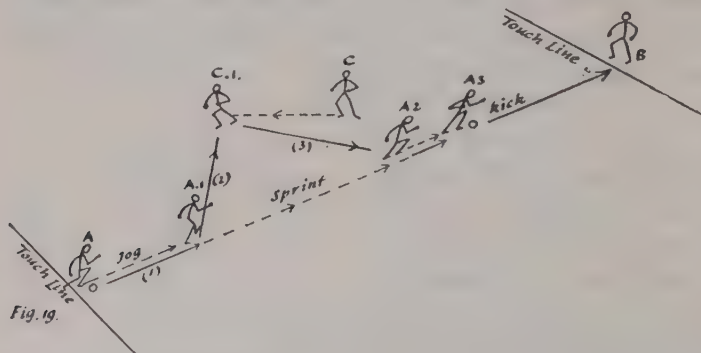
## TRAINING FOR SOCCER

centres, B. runs infield towards goal to receive centre and shoots into goal. Repeat, attacking other goal. The sprint run is important and the attacks must be continued without delay.

### 6. Shuttle Running with Interpassing

*a.* In threes, A. and B. on goal-lines at each end of field, and C. on centre-line. A. runs at speed with the ball to interchange places with C. and, on reaching halfway-line he kicks ball powerfully to B. who gathers it, then advances to interchange with A., and so on.

*b.* As in (*a.*) but A. and B. standing on touch-lines with C. in middle. As A. interchanges with C. a passing movement is used. A. passes obliquely forward to C. who angles his return pass so that A. takes the ball in his stride to drive it on to B. Repeat (fig. 19).

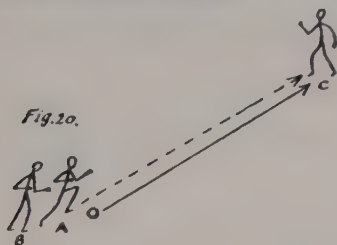


c. A. and B. stand in each penalty-area with C. in centre-circle. A. drives ball to C. who controls it and drives it on to B., and then exchanges places with A. B. gathers the ball and returns it with a powerful kick to A. who is now in centre-circle. A. controls the ball and pivots to drive it to C., and then exchanges places with B. and so on.

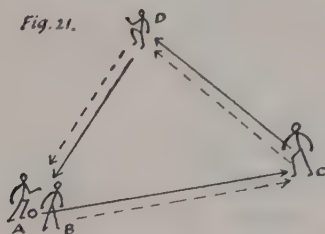


## FITNESS TRAINING

d. A. and B. stand together, with C. at a point 15 yds. away. A. passes to C. and runs after the ball to C.'s position. C. passes to B. and runs after his pass. B. passes to A. and so on. The players test their ability of passing and running when the pass is made (fig. 20).



e. A. and B. stand together some 25 yds. from C. and D. A. passes to C. and follows-up pass. C. passes to D. and follows-up. D. passes to B., etc. Each player gets a short rest before being called upon for next spring (fig. 21).



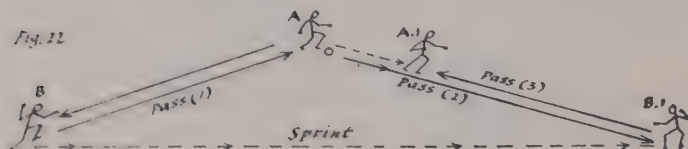
### 7. Shuttle Passing

Several interpassing skills can be adapted to put a player under pressure:

a. A. plays ball to B., standing 20 yds. away, then runs forward 10 yds. to collect return pass from B. A. then plays a short pass to B., turns and runs back to original position. B. then repeats practice.

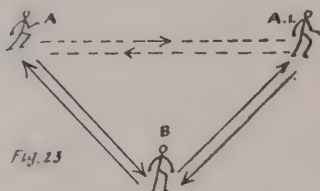
## TRAINING FOR SOCCER

b. A. and B., standing about 15 yds. apart, start interpassing. B. then gives a pass to A. and runs off into a new position. A. sends the ball so that it joins B. in his run. Without wasting time B. pivots and passes the ball back to A. who moves up to the original distance of 15 yds. from B. (fig. 22). The interpassing starts again, then B. makes a sprint run in a new direction, and A. passes the



ball so that it goes slightly ahead but in the path of B. each time. Repeat until B. is exhausted, when A. takes over and does the sprinting.

c. A. passes to B. and runs for a return wall-pass. He gathers the ball, turns and repeats. B. acts as a wall whilst A. does the running. If A. runs along the touch-line, there is a test of accuracy in passing for B., and of A.'s effort to keep the ball in play (fig. 23).



d. In threes, A. and B. interpass whilst C. makes a run calling for the ball. If at that moment A. has the ball, he passes to C., then B. runs to join C. in a phase of interpassing. A. then runs past B. and C., calling for the ball and so on.

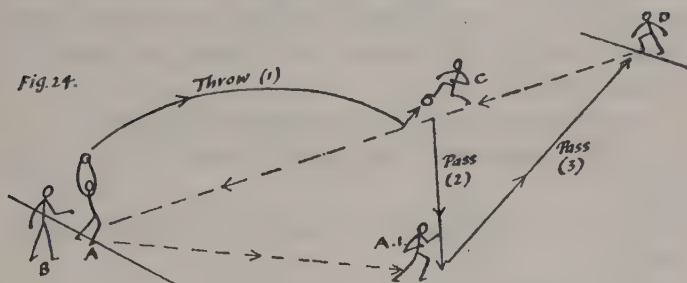
e. A. stands on a line and passes ball to B., sometimes short, sometimes long. B. has to chase and play ball back to A. as quickly as possible.

## FITNESS TRAINING

### 8. Skill Training

Several skill training activities can be used to develop a player's stamina:

a. A. and B. stand on a line 40 yds. from C. and D., also on a line. A. throws-in to C. and then runs obliquely forward, left or right to collect the return pass from C. who has run forward to gather the throw. A. then passes to D. who picks-up the ball and throws-in to B. C. in the meantime runs to take up position behind B. and A. behind D. Repeat continuously (fig. 24).



## 4

### Jumping and Agility Exercises

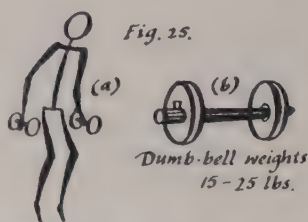
ONE CANNOT IGNORE the fact that the ball is often kicked above head height during a game. Jumping to head or catch the ball are vital skills, and for this reason players should include in their training some exercises which aim to develop them:

1. Skip-jumping, with and without rebound.
2. Skip-jumping, jumping high every three or four jumps.
3. Skip-jumping holding weights (15-25 lbs.) (fig. 25 a and b).

4. Skipping with a light rope, then with a heavy rope (up to  $1\frac{1}{2}$  in. diameter). A lightweight rope can be turned quickly so that little jumps are necessary; the heavier rope

d demands higher jumps. Skipping with double jump; skipping running forwards, sideways and backwards; skipping hopping, or hopping with knee-raising; skipping with crouch jump or astride jump, or crosswise step (one foot across the other, then change) (fig. 26).

5. Stepping on bench or chair (20 ins. high)—left foot on bench, right foot joins left foot, performer standing



## FITNESS TRAINING

upright on bench, left foot steps down, right foot steps down. Repeat, counting '1 up, 2, down' to get an easy rhythm. Continue up to 5 mins. (fig. 27).

6. As for (5) but using weights in hands or pack on back (up to 30 lbs.).

7. Running up and down steps.

8. Standing astride bench, jump on and off bench holding weights (15-25 lbs.) (fig. 28).

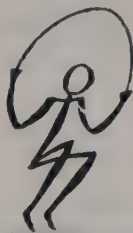
9. Standing astride bench, jump to click heels and land again astride.

10. Standing sideways with one foot on bench, jump from side to side, changing feet on bench (fig. 29).

11. Skip-jump on and off bench, then over bench forward and backward, then over bench with half-turn. Each to be repeated a given number of times (10) (fig. 30).

12. Skip-jumping—dodge and mark with partner.

13. Skip-jumping forwards and sideways to clear partner's back in horizontal kneeling position (fig. 31).



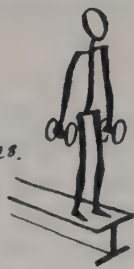
*Fig. 26.*



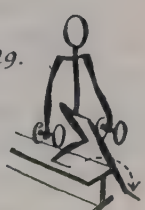
*Fig. 27.*



*Fig. 28.*



*Fig. 29.*



# TRAINING FOR SOCCER

14. Skip-jumping to clear series of obstacles.

15. Hopping on and off bench—over bench, forward and backward; along bench with final single foot take-off as high as possible.

16. Walk on heels and toes.

17. Standing with toes on mat, heels-raising—using weights in hands or bar across shoulders (dumb-bells 25 lbs.; bar 75 lbs.).

18. Squats, standing with heels on wedge or edge of mat, knees full-bend and stretch, using dumb-bell weights in hands or bar across shoulders (fig. 32).

19. Standing on one foot (ankle of other foot held in hand with knee bent), knee-bending and stretching to touch floor with knee (fig. 33).

20. As in (19) only with arms raised forwards and one leg raised forward. Knee bending with-

Fig. 30.



Fig. 31.

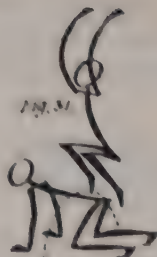
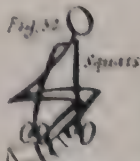
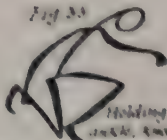


Fig. 32.



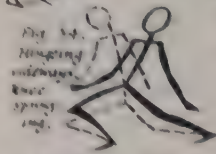
Squats

Fig. 33.



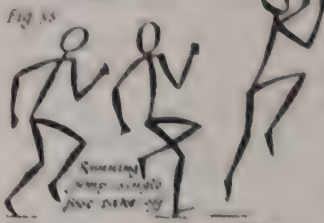
Holding ankle, knee bent to touch other knee

Fig. 34.



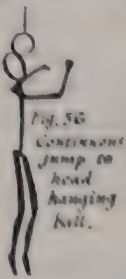
Hopping sideways, knee springing out.

Fig. 35.



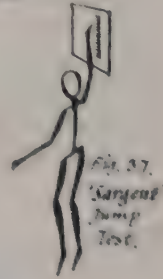
Running jump, arms raised high

Fig. 36.



Continuous jump to head hanging ball.

Fig. 37.



'Sargeant' jump Test.



out touching floor with other foot.

21. Russian dance steps; crouch, hand support, alternate leg-stretching forwards and sideways; double leg jumping forward and sideways, one leg circling.

22. Lunging—foot placing forwards or sideways with deep knee-bend; knee-springing in these positions (fig. 34).

23. One foot forward in striding position, jump to twist to left or right with feet changing.

24. Running-jump with single foot take-off—jump for height (fig. 35).

25. As for (24) but preliminary run backwards or sideways.

26. As for (24) but twist to land facing take-off or full twist to land facing original direction, followed by forward, backward or sideways rolls.

27. Standing broad jumping—three jumps; measure distance.

28. Hop, step, and jump; measure distance.

29. Running with bounding action and occasionally making a twist-jump.

30. Running-jump with single foot take-off from bench to jump as high as possible.

31. Running-jump—add body movements whilst in flight—basket-ball shot, knee-raising, treading, head-nodding, trunk-flexing with head nodding.

32. Continuous two-footed take-off jumping to head a suspended ball, hanging so that it just touches head at highest jump; try to head 5 times consecutively, then raise ball 1 in and try again (fig. 36).

33. Ball suspended at highest level of performance for running-jump. Another player stands underneath the ball, and the performer runs to head ball with passive

## TRAINING FOR SOCCER

resistance from opponent. Later both players can jump together to compete in heading the ball.

34. Ball suspended by simple pulley arrangement so that height is registered on a wall-scale. Measure greatest height of jump where contact is made. Try to improve.

35. Pressure training with heading activities in which performer has to jump to head balls which are served continuously.

36. 'Sargent' jump test: The height of a player's jump is obviously an important factor in competing to head a ball. Tests of jumping strength can be a useful indication of a player's improvement. He stands in front of wall (better still, a board fixed to an adjustable beam); reaches up with both hands, keeping his feet flat on the floor, and the height of his finger-tips is noted on a scale on the wall (the board is adjusted so that zero reading is level with finger-tips) (fig. 37). The player then stands sideways and, with arm-swinging and knee-bending, prepares to make a vertical jump with double take-off. When he jumps, he reaches-up with the arm nearest wall and touches as high as he can. The difference in readings gives the height of jump. The best reading of three jumps is taken. If the wall or board is covered with chalk, then players can use a wet finger to give the height accurately.

## 5

### General Exercises

THE LIST OF EXERCISES is almost inexhaustible and there are endless variations which can be used to condition a footballer. The following selection gives an idea of the type of exercise which can be interspersed among the running activities, or which may be used in tables of exercise for specific body conditioning.

Exercises may be used to develop the strength in muscles, to increase the endurance, to gain greater mobility or range of movement, to improve the speed and skill of performance. Care must be taken about exercises which aim to give greater range of flexibility in the joints. The footballer develops powerful, short-range muscle action in kicking and in holding his balance. He tends therefore to be short in the hamstrings, partly as a protective measure against strains and partly as a result of their specialised function. It is not sensible, therefore, to have footballers working seriously at hamstring stretching exercises.

The way in which exercises are performed is important. It is quite possible for a player to go through a series of exercises without their resulting in a positive development in fitness. As with interval running, exercises can be chosen to force the body to work hard under pressure, and then to relax it with light recreative movements, and so on. One can produce 'increasing demand' by adding to

## TRAINING FOR SOCCER

the number of repetitions or by progressively increasing the difficulty of the exercise. To work against the resistance of weights is a means of training now accepted in football. Some of the following exercises have a localised effect on muscles, others promote general agility, but no attempt has been made to classify them anatomically.

1. Sit with arm-support and knees-bent—ball juggling with feet to keep ball off the floor (fig. 38).

2. *a.* Back-lying—change to sitting with knee-hugging to chest and feet off floor (fig. 39 *a* and *b*).

*b.* Sit on medicine-ball—raise feet and arms to hold balanced position (fig. 40).

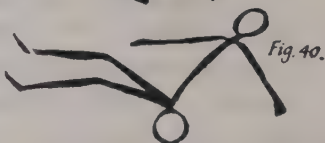
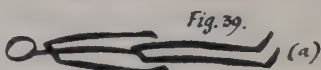
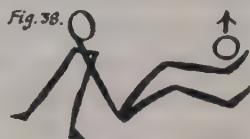
3. Wide front-support position, with abdomen resting on ball—push with hands and feet so that body rotates on ball (fig. 41).

4. Head-stand with head resting on ball.

5. Back-lying, holding ball in the hands—throw ball vertically, then jump to feet and try to catch it. Repeat continuously (fig. 42).

6. Prone-lying, holding ball between the hands—arms and trunk raise (fig. 43).

7. Back-lying, holding medicine-ball or light bar-bell behind head—raise trunk and lower; raise trunk and bend to



touch opposite knee with the elbow (fig. 44 a and b).

8. Back-lying, holding the medicine-ball between the feet—raise legs to touch floor behind head (fig. 45 a and b).

9. Standing astride with medicine-ball held above the head—trunk-bending from side to side with opposite knee bending, and trunk circling (fig. 46).

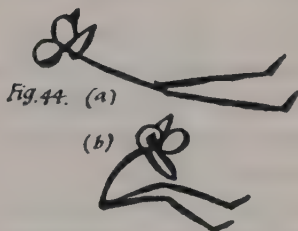
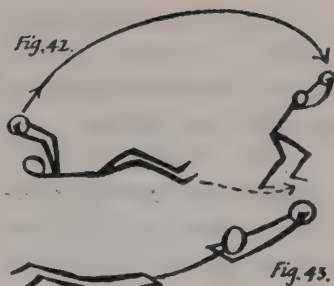
10. Front-support — hand-clapping, feet-clicking, hand-jumping to place on bench (fig. 47 a and b).

11. 'Burphee' jumps—stand, spring upwards to land in crouch, then jump legs backward to front-support, then forward to crouch again, then spring upward through vertical position down to crouch, and repeat (fig. 48).

12. Lying back along bench with shoulders at the end of the bench, legs supported on bench or else bent with feet on either side—holding medicine-ball or weights, arms raising and lowering over head to touch floor (fig. 49).

13. Standing feet astride—arm-curl using bar- or dumb-bells (fig. 50).

14. Trunk-bend down to touch opposite toe, with other arm stretch overhead (dumb-bells 15–25 lbs.) (fig. 51).



## TRAINING FOR SOCCER

15. Beam or bar—hands overgrasp stretch height; continuous jumping to chinning position.

16. Beam or bar—hanging undergrasp, chinning, hanging alternate grasp, arms bending (fig. 52).

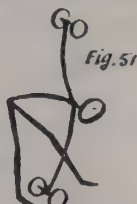
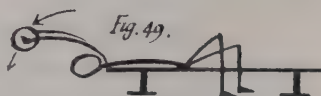
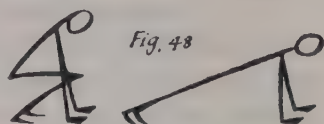
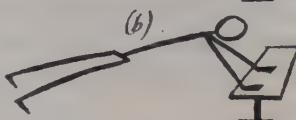
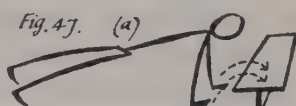
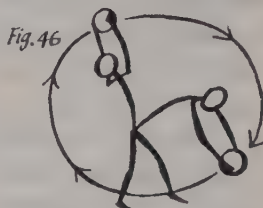
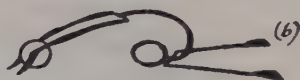
17. Beam or bar—hanging overgrasp, knees raise, stretch legs and lower with medicine-ball held between the feet.

18. Parallel bars or shoulders of two colleagues—jump to hand-support, arm-bending (dipping).

19. Climbing ropes and swinging on ropes.

Throwing and catching exercises, in some cases with a medicine-ball, are of special value to the football player in his general training.

20. Using a football or medicine-ball, in pairs. Stand with one foot forward or feet slightly astride, throw from overhead to partner, aiming to increase the distance between the throws (fig. 53).





## FITNESS TRAINING

21. As in (20), only player throws ball over cross-bar, or to skim underneath it.

22. A. kneels and throws medicine-ball as far as possible to B. who is standing; B. catches and returns the throw (fig. 54).

23. Player, holding medicine-ball above head, bends backward with knees bending forward so that they touch the ground; he then tries to recover standing position (fig. 55).

24. A. sits with feet astride and throws medicine-ball from overhead to B., who, standing, catches it and with a chest-throw returns it powerfully to A. to tilt him backwards (fig. 56). A. rolls-back holding ball, and then swings trunk upwards again to throw it once more to B.

25. A. and B. prone-lying, heads about 3 yds. apart—A. throws ball to B. who raises trunk to catch and return throw.

26. A. in back-lying position with legs raised—B., standing, throws medicine-ball so that A. fields it with soles of feet and flings it back to B.

27. A. takes-up front-support position with hands on ball, with B. holding his feet—A. walks forward or does arms-bend and stretch (fig. 57).

28. Wrestling and tug-o'-war in pairs. These activities need not be very strenuous, but are useful as a variation between bouts of more serious training:

a. Shoulder wrestling—players place hands on shoulders and engage in push-o'-war, or try to twist other player off balance (fig. 58).

b. Lift wrestling—players grasp each other round waist and try to lift opponent off the ground (fig. 59).

c. Crouch tug-o'-war—players crouch and, using joined hands, jump to pull opponent over line, or push at

each other's palms to knock opponent off balance.

d. Chinese boxing—each holds the other's right hand with his left, and tries to hit opponent on head with right hand (fig. 60).

e. Knee boxing—players try to slap each other's knees (fig. 61).

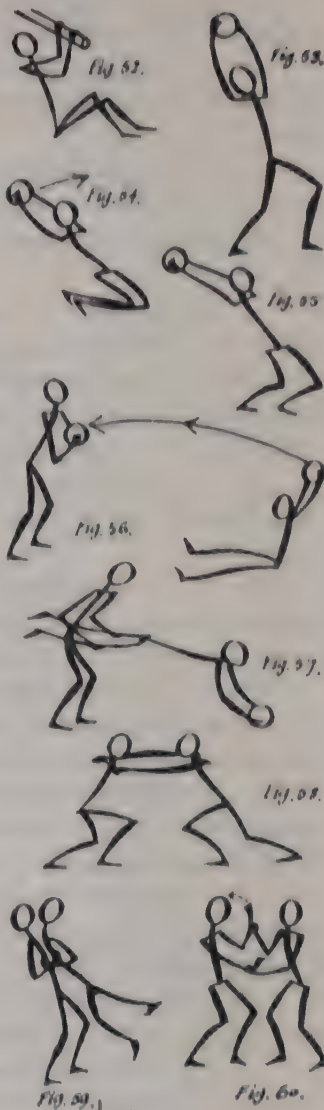
f. Toe stamping—each player tries to stamp his foot on his opponent's toes (fig. 62).

g. Shoulder-charging—each tries to charge other player off balance; the same but hopping only.

h. Ball tug-o'-war—each player grasps ball and tries to pull it from his opponent's grasp (fig. 63).

i. Stick tug-o'-war—each holds a short stick and tries to twist it from opponent's grasp.

j. Sitting tug-o'-war—each sits with hands joined, knees bent and soles of feet touching, and tries to pull opponent over (fig. 64).



*k.* Elbow wrestle—each lies prone, grasping each other's right hand with elbow bent, and tries to force opponent's hand to ground (fig. 65).

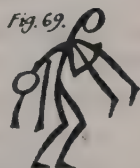
*l.* Leg wrestle—lying back, side-to-side, head-to-feet, grasping hand on near-side, the outer leg is raised and hooked around opponent's leg in an attempt to pull him over (fig. 66).

*m.* Turning the turtle—player lies prone with arms and legs apart, while partner tries to turn him over.

*n.* Leg lifting—in back-lying position, feet-to-feet, legs apart, each with one foot over opponent's ankle, try to lift leg which is held down and resist with the one holding down opponent's foot.

*o.* Obstinate mule—player on all fours, partner cups hands around his neck and tries to pull him forward (fig. 67).

*p.* Resisted Chinese



## TRAINING FOR SOCCER

Get-Up—sit back-to-back, elbows linked; one tries to get-up, and the other tries to hold him down (fig. 68).

29. Lifting activities which can be used in relays—running and for general exercise.

a. Fireman's lift (fig. 69).

b. Horseback.

c. One player sits with hands clasped under knees, and two others carry him (fig. 70).

d. One player places hands on shoulders of two others who carry him.

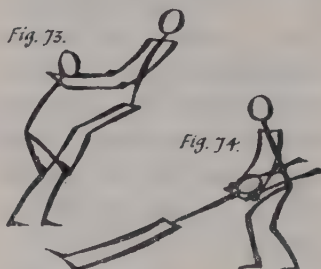
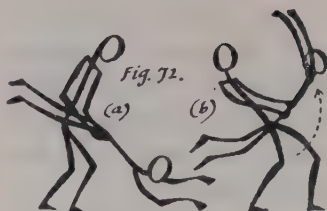
e. One player lies on back, two others straddle him, lift, and carry him (fig. 71).

f. Kangaroo walk—A. takes up front-support with legs round waist of B., who locks wrist under body of A. B. now strides forward, lifting and lowering A. who swings his trunk and arms upwards (fig. 72 a and b).

g. A. bends knees slightly and, grasping hands of B., allows him to stand on his knees; A. then walks forward (fig. 73).

h. A. takes up back-lying position, B. lifts him with hands under his neck, A. swings arms sideways and upwards (fig. 74).

i. A. and B. back-to-back, hands grasped overhead—A. bends down, pulling B. on to his back, B. raises legs; if required, A. bends fully down so that B. goes completely over to land on his feet (fig. 75).



*j.* A. stands with legs astride; B., standing behind A., bends down to put head between legs of A.; then, taking hold of legs he lifts A. on to his shoulders. A. lowers trunk slowly backward down to handstand position, and then to standing position.

*k.* A. runs to place hands on shoulders of B. and with double take-off jumps and raises legs backwards. B. then supports A. under thighs and runs a few steps forward to throw A. back to standing position (fig. 76).

30. General agility exercises of a tumbling nature to get player accustomed to falling:

*a.* Continuous forward-roll, holding medicine-ball (figs. 77a and 77b).

*b.* In pairs, forward-roll, holding each other's feet.

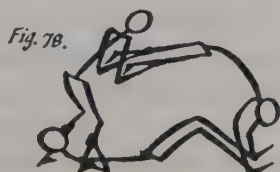
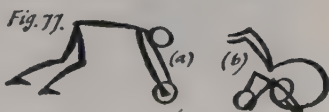
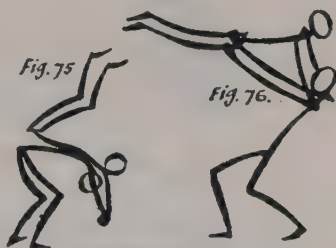
*c.* Continuous backward-roll, holding medicine-ball between feet.

*d.* In threes, dive-forward-roll, holding each other's feet—'tank' (fig. 78).

*e.* A. does forward-roll and B. does a dive-forward-roll over A. continuously.

*f.* In threes, A. does roll, B. astride-jumps over A. and then rolls, C. astride-jumps over B. and then rolls, and soon (fig. 79).

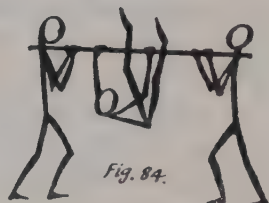
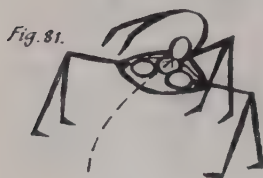
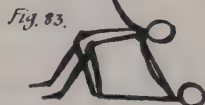
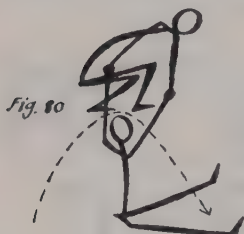
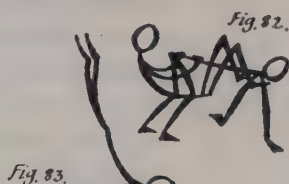
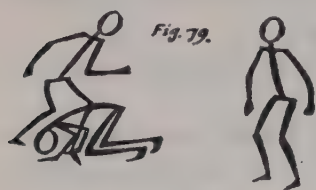
*g.* Continuous vault and forward-roll—A. sits with his legs astride and arms raised upward;



## TRAINING FOR SOCCER

B. takes A.'s hands and jumps between them to land between A.'s legs. Keeping hold of A.'s hands, B. then does a forward-roll to sit-astride position, with A. standing ready to repeat activity (fig. 80).

h. A. and B. stand facing with legs astride, trunk forward and shoulders-grasp. C. bends down to take-up position at right-angles to A. and B. Other players run in stream to place hands on shoulders of A. and B. and perform a forward-roll along C.'s back (fig. 81).



i. A. on all-fours, B. holds on to A. with legs around A.'s body and head and arms through A.'s legs. A. now moves forward (fig. 82).

j. A. in back-lying, knees-raised position—B. does hand-stand on A.'s knees with shoulder support from



A., then carries-on with over-swing to land on feet (fig. 83).

k. Leap-frog and vaulting and circling activities over beams, bars, or stick held by two partners (fig. 84).

31. Power agility circuits. Numerous obstacle-courses and relays can be devised to involve running and general agility. It is sometimes useful to plan a power agility circuit of fixed pattern so that it is easy to set up. Players run against the clock striving to improve upon their previous performance. The circuits should be anything from 30 secs. to 90 secs. in duration, and should involve a rapid sequence of crawling, heading, climbing, vaulting, jumping and leaping activities.

## 6

### Circuit Training

CIRCUIT TRAINING is a name given to a system of strenuous exercising which aims to develop general fitness in terms of stamina, muscular strength, endurance, and power. It is suited to the footballer in that it can be carried-out by the individual or by a group, and in the limited indoor spaces usually available at club grounds. It affords the player a simple means of graduating his exercise, and of noting a progressive improvement in the elements of fitness, in particular in his stamina during prolonged activity.

A circuit consists of a number of exercises (from 8 to 12),

## TRAINING FOR SOCCER

each of which is repeated a certain number of times according to individual requirements. The performer moves from one item to the next and aims to complete the circuit three times in 15 mins. Here is a typical circuit:

1. Stepping on and off bench (20 to 24 ins. high) to a four-count movement.

2. Burpee jump—crouch (1), legs back to front-support (2), jump legs back to crouch (3), stand (4).

3. Jump and heave—stand, grasping bar at stretch-height, jump and heave chest to bar.

4. Trunk curls—lying-back, bend head forward and curl upper trunk until hands reach knee-cap; uncurl.

5. Astride-jumps with dumb-bells. Stand astride bench holding (25 lbs.) dumb-bell in each hand. Jump on and off bench.

6. Bar-bell curls—stand astride, holding bar-bell (60, 70, 80 lbs.) with under-grasp. Use vigorous extension of back to curl bar-bell up to shoulder.

7. Dumb-bell squats—squat with heels supported on low wedge and grasp dumb-bell in each hand; stretch to stand, then squat.

8. Dips on parallel-bars—bend elbows until at right-angles, then straighten.

To fix the dosage for each item: first test the maximum performance or number achieved in 1 min. or  $\frac{1}{2}$  min., and then take half the score as being suitable. Here is an example of a Score-card:

<i>Items in circuit</i>	<i>Date</i>		<i>Date</i>	
	<i>Maximum</i>	<i>Training Dose</i>	<i>Maximum</i>	<i>Training Dose</i>
Steps (1 min.)	30	15	33	17
Burpee (1 min.)	26	13	28	14

# FITNESS TRAINING

<i>Items in circuit</i>	<i>Date</i>		<i>Date</i>	
	<i>Maximum</i>	<i>Training</i>	<i>Maximum</i>	<i>Training</i>
		<i>Dose</i>		<i>Dose</i>
Jump and heave (max.)	15	8	17	9
Trunk curls (1 min.)	24	12	32	16
Dumb-bell jumps ( $\frac{1}{2}$ min.)	14	7	20	16
Bar-bell curls ( $\frac{1}{2}$ min.)	12	6	15	8
Squats ( $\frac{1}{2}$ min.)	13	7	17	9
Dips (max.)	9	5	12	6

The performer does 3 circuits followed by 10 'trips'—or 10 sprints between blocks 10 yds. apart. A test time is noted for 10 trips when the player is fresh. After doing 3 laps of the circuit, he tries to repeat this time.

Circuit training is more fully described in the book of that name by R. E. Morgan and G. T. Adamson (G. Bell & Sons Ltd.).



PART TWO

SKILL PRACTICES

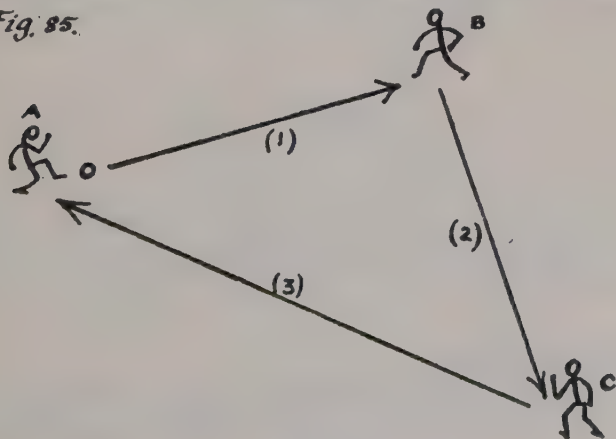




## 7

## Passing

EVEN IN THE EARLY STAGES of passing practice it is sensible to work frequently in groups of three players to one ball. The aim is to make each player aware of the need to keep an alert eye on his surroundings. Whilst receiving the ball from one player he has to think of the other player to whom he is going to pass it. A young boy at first finds much difficulty in controlling the ball; he cannot look around or split his glance, but later he acquires the knack of studying his environment and of concentrating on the ball in the final moment of the pass.

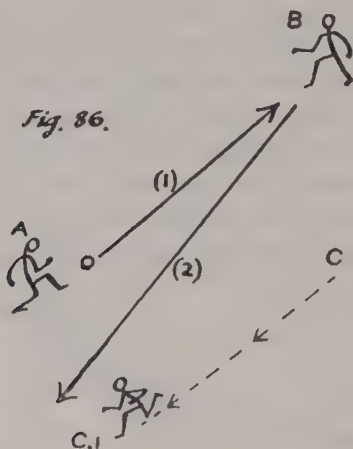
*Fig. 85.*

## TRAINING FOR SOCCER

### **Look! Control! Pass!** (note the order!)

1. In threes—10 to 15 yds. apart in triangular formation. A. passes to B. who controls with one touch and then passes on to C., and so on. Players are encouraged to look-up quickly and assess target while the ball is on its way from the server—thus 'look! control! pass!' (fig. 85).

2. As in (1): A. passes to B. but at this moment C. runs into a new position, C.1, and B. must look to pass the ball in the right direction. Then repeat, starting with C. passing to A., and B. running into a new position, and so on (fig. 86).



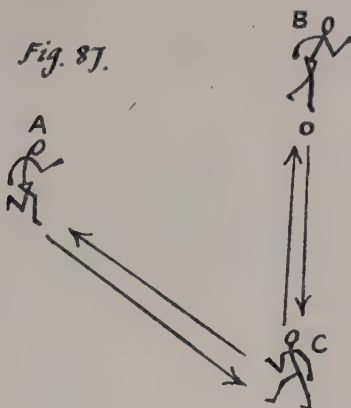
3. As in (2), but movement is continuous. Thus 'pass', 'run', 'watch for third man', 'control oncoming ball', and 'pass', etc.

### **Difficult Service**

4. Triangular formation, A. and B. both pass ball to C. who is put under pressure in making quick return

## SKILL PRACTICES

or pass. Sometimes ball is lofted so that C. is given practice in dealing with an awkward ball (fig. 87).



### Varying Distance

5. As in (4), but A. and B. start more closely to C. (about 1 yd.) and then gradually increase distance to about 20 to 25 yds. Then distance varies, sometimes with one player close to C. and the other a long distance away. All try to maintain accuracy in passing.

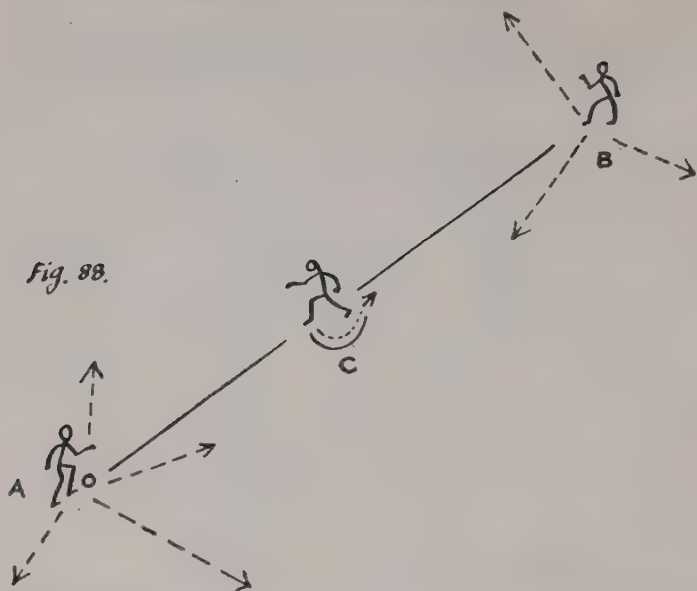
### Turning and Passing

6. In line formation. C. in the middle receives passes from A. and B., and he must control the ball quickly in one movement and then pass accurately to the other player. Service again can be varied and A. and B. can alter position so that C. has to measure his passes carefully (fig. 88).

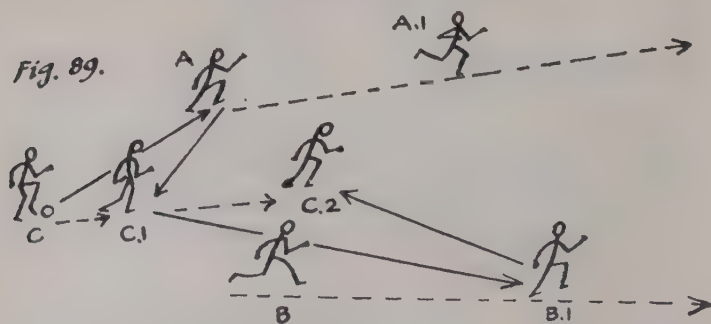
### Gauging Pass whilst Moving Forward

7. In triangular formation, moving up field. A. and





B. advance ahead of C. and return ball always to him. C. passes alternately to A. and B., attempting to weight or gauge his passes so as to send the ball each time nicely alongside the advancing player (fig. 89).



8. As in (7) but with C. in advance of A. and B.

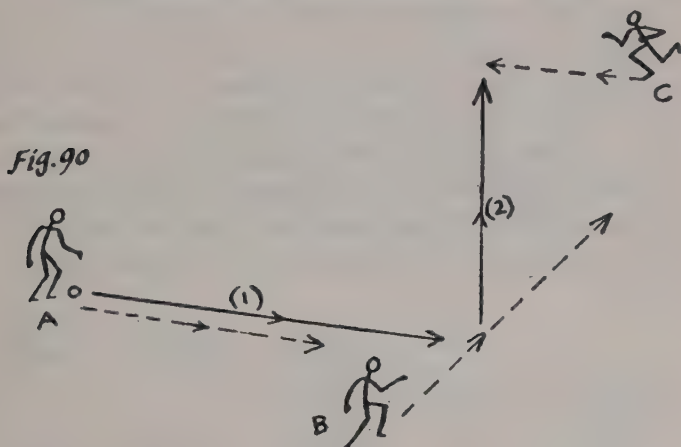
### Following up a Pass

9. In threes (or fours). A. and B. stand together with C. some 15 yds. away. A. passes to C. and follows-up pass. C. passes to B., and so on.

10. A., B., C. in triangle. D. stands with A. A. passes to C. and follows-up pass. C. passes to B., and so on.

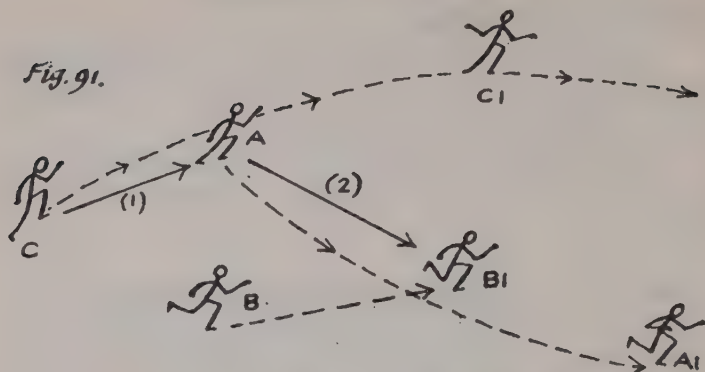
### Moving and Passing into Path of Another Player

11. A., B., and C. run round in triangular formation, spaced about 10 yds. apart. Each passes the ball into path of the next player ahead (fig. 90).



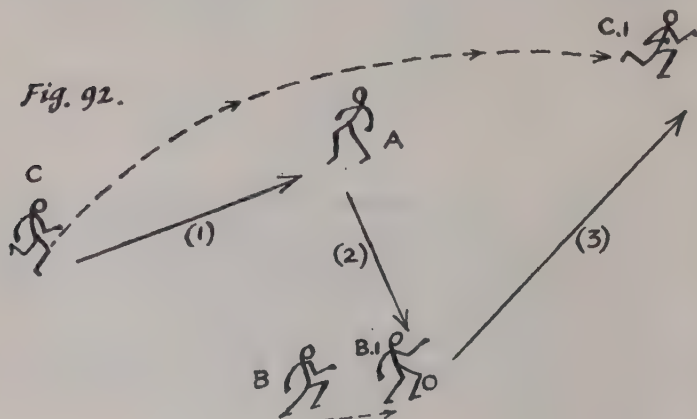
### Deliberate Running Ahead after Passing

12. As in (7): C. passes to A. and then sprints after the ball to run past A. on the outside to draw level with B. The formation is now as at beginning but with A. as the rear man. A. now passes to B. and sprints outside B. to take up advanced position level with C. Repeat continuously (fig. 91).



### Feinting-pass before Passing to Third Man

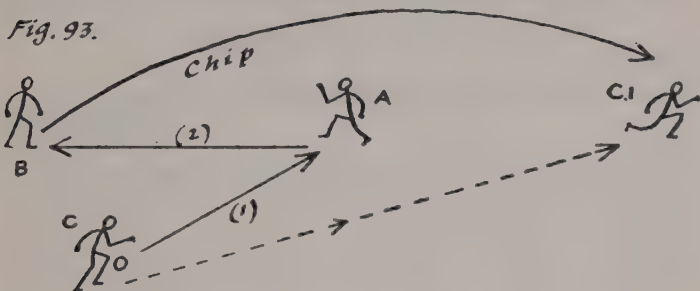
13. In triangular formation, C. passes to A. and races ahead, running past A. as though the next pass is intended for him. A., however, passes to B., who then passes to C., so that ball joins C. in his run. Repeat the movement several times. Sometimes C. delays making his run, so that A. and B. interpass and interchange positions to disguise the intention of the final pass to C. which must always be accurate and well-timed (fig. 92).





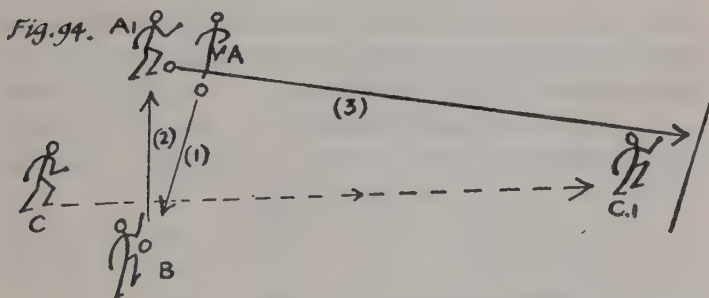
## Chipping to Drop Ball Ahead of Running Player

14. In triangular formation with A. in front of B. and C. C. passes ball to A. and runs forward for quick return pass, but A. passes back to B. who must now chip or lob the ball over A. to drop it alongside C. (fig. 93).



## Judging the Timing and Weight of a Pass

15. A. and B. start interpassing, and at any moment C. runs past them towards a line or target 20 yds. ahead. A. or B. tries to pass, drive or chip the ball to reach the target at the same time as C. (fig. 94).



## Long and Short Passes—Running to New Positions —Deliberate Runs into an Open Space

16. As in (12) but when the long pass is made to C.,



## **Finding a Player with a Pass whilst Avoiding Opponent**

18. A. and B. are interpassing and interchanging. At any given moment C. runs past them, calling for a pass. If A. is controlling the ball at this moment, he tries to find C. with a pass, but B. suddenly changes his function to that of an opponent working against A. and C.

## **Interpassing and Running into Position in Crowded Conditions**

19. Players arrange themselves in threes, each group having a ball. The threes are intermingled so that players in each group have to keep a careful watch to be aware of the exact position of their colleagues. The first player in each group then passes the ball to the second player in the same group whilst the third player runs into a new position. The second player, whilst controlling the ball, keeps an eye on the third player, then passes to him, avoiding the players belonging to the other groups. Each player in turn, therefore, passes the ball, holds his position for a moment, and runs deliberately into a new position so that he can be found by a pass. As he watches the on-coming ball he looks at the same time to measure his pass to the next player. He then controls and passes the ball to him, and so on.

20. There are several methods of passing a ball over short distances. Some of them can be mastered in pairs:

*a.* Flick-pass with foot as it goes forward in its stride (fig. 97).

*b.* Flick-pass with outer side of foot whilst turning on the ball.

*c.* Flick-pass with inner side of foot behind leg of other foot—a dragging action (fig. 98). Stride across the

## TRAINING FOR SOCCER

ball with left foot, drag right foot, and play at ball to send it obliquely away to the left.



d. Flick-pass with outside of foot from a rear position. One foot steps ahead to screen the ball, whilst the rear foot flicks the ball outward (fig. 99).

e. Back-heel pass whilst running forward. The foot goes down ahead of the moving ball, so that as the ball comes up to the heel it is lifted with a back-heel flick (fig. 100).

f. Cross-over back-heel pass. The foot crosses in front of standing foot and plays ball backward with heel (fig. 101).

g. Cross-over, forward pass with instep. The standing foot is placed level with ball to allow other leg to swing behind standing foot and kick the ball forward (fig. 102).

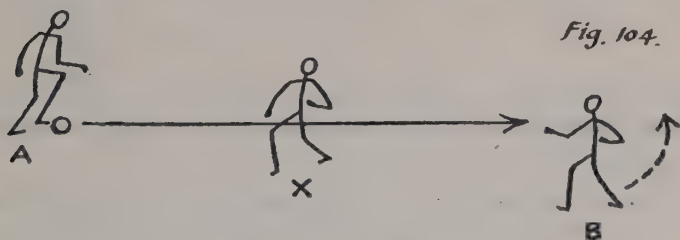
*h.* Scoop-pass whilst running forward. Player scoops under the ball to loft it steeply upwards.

*i.* Deflection kick, to miss-hit the ball and send it spinning off at an angle. This is usually done by striking at ball with outer side of foot.

*j.* Leg bent at knee with foot sideways so as to volley the ball forward. Contact is made with the outer side of foot (fig. 103).

## Two Players Against One

21. A. and B. practise interpassing with outside of foot, with toe-push, with stride flicking-action, with knee or thigh, swerving the ball. They then try-out these methods against an opponent, X., who reacts in different ways, e.g., a quick tackle, interception, retreating, etc. (fig. 104).



## Deliberate Run into an Open Space to Receive Return Pass

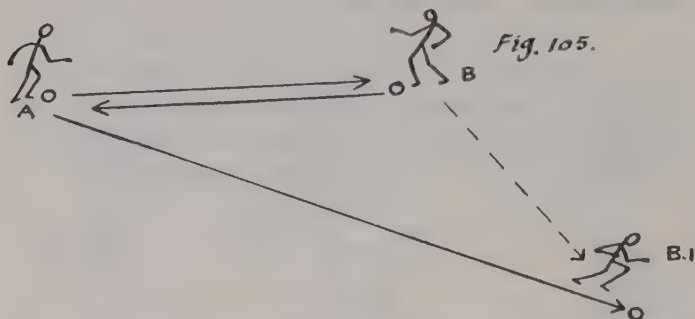
22. In pairs, 15 yds. apart. A. and B. interpass, and at any moment A. passes and sprints away at an angle. B. sends back an accurate pass to A. who must return it as quickly as possible without slowing down. The interpassing starts again and this time B. sprints to 'through' position.

### Passing whilst Running Backward

23. In pairs. A. passes forward to B. who practises running backward whilst returning the pass.

### Setting-up Pass followed by Through-pass

24. A. passes to B. who returns the pass and then runs away from A., who sends a forward through-pass to join B. in his run. A. follows up his pass, receives a pass from B., returns it, and then runs back to receive a long through-pass from B. (fig. 105).



### Short Setting-up Pass, followed by Timed Through-pass

25. A. passes to B. and runs quickly toward B. to take a short return pass. A. plays ball again to B. and turns to run back to original position. B. now passes to A., trying to judge the ball's speed so that it joins A. at the moment he reaches his spot. Repeat three times, first A. doing the running, after which B. takes over.

### Interchanging

26. In pairs. A. passes diagonally to B. whilst both are advancing forward. They exchange places, B. running with the ball under control. B. then passes to A. and again players cross-over. Repeat continuously.



### **Exchanging Ball as Players Cross-over ('scissors')**

27. In pairs. A. and B. run towards each other with A. controlling ball. B. takes the ball as he goes past A., and then turns and passes back to A.

### **Accurate Passing**

28. A. and B. interpass along a line, testing accuracy and control. They vary the distance between them but try to keep up an accurate stream of passes.

29. As in (28) but A. serves the ball by chipping or lobbing, thereby compelling B. to practise passing on the volley.

### **Passing on the Turn**

30. A. and B. start interpassing, and as A. receives the ball he turns his back to B. A. then swerves and feints from right to left and finally tries to pass to B. with a quick pivot-turn. B. repeats.

### **Passing at a Backward Angle whilst Running Forward**

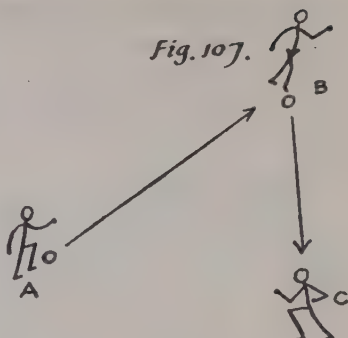
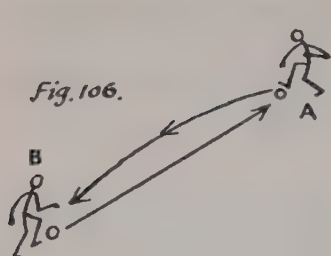
31. A. runs forward with the ball and tries to turn an angled pass backward to B. The run must be fast and the 'turn-back' pass made at speed.

### **Two-ball Drills**

32. A. and B. each have a ball and practise interpassing, trying to pass simultaneously. A. chips the ball slightly; B. passes along the ground (fig. 106).

### **Two-ball Drills to Improve Quickness in Control and Passing**

33. A., B., and C. in triangular formation, about 10 yds. apart. A. and B. each have a ball and, when B.



passes to C., A. also passes to B. The two-ball drill is kept going: as a player makes his pass he must quickly look up to collect the next one (fig. 107).

34. As in (33) but the passes are delayed sufficiently to allow each player in turn to run into a new position. Thus, as B. plays to C., he runs between A. and C. to a new position to receive pass from A. Then as A. passes to B., he runs between B. and C. to receive pass from C., and so on.

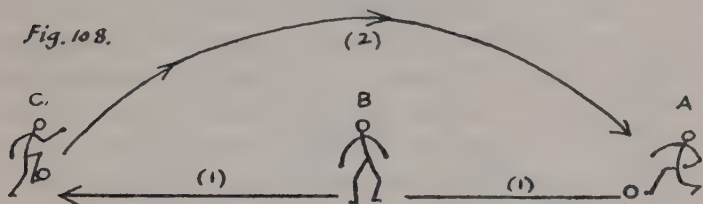
## Pressure Training with Two-ball Drill

35. A. and B., each with a ball, face C. in a triangular formation 10 yds. apart. A. and B. pass to C. alternately, C. returning each ball to the server. The passing rhythm is increased so that C. is put under pressure to return the next ball. Distances from C. can be varied and similarly the type of service—sometimes it is a lob, sometimes a rolled ball, sometimes a hard low drive, etc.

## Low Passing and Chipping

36. In line: A., B., and C.; A. and C. each have a ball. A. passes his ball to B. who controls it and turns to

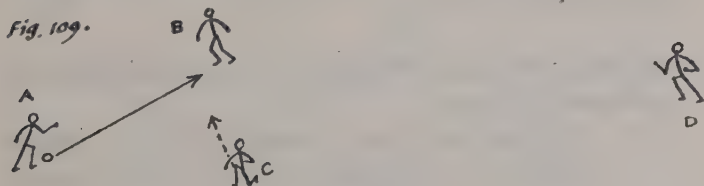
pass it to C. C. ships second ball over B.'s head back to A. Two balls are kept on the move in this way, the players passing and chipping whilst at the same time watching for the other ball (fig. 108).



37. In line: A., B., and C., each with ball. A. and B. exchange passes simultaneously, then B. controls the ball coming to him and turns to exchange passes with C. A. and C. each have time to assess the next type of service to be given to B.—sometimes a chip, sometimes a slowly rolled ball, and so on. B. turns from one to the other adjusting his movements quickly to control each ball after having sent an accurate pass to the end man.

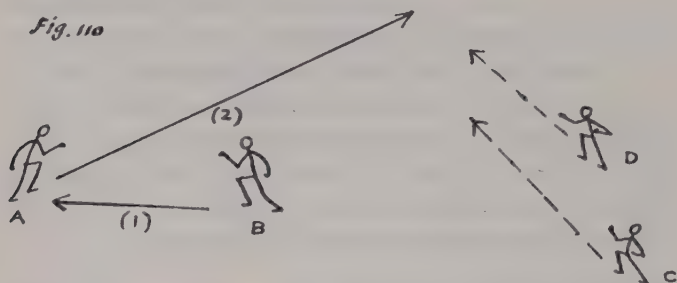
### Continuous Two-against-one

38. A., B., C., and D.—with A. and D. about 25 yds. apart; B. and C. midway between them. A. passes to either B. or C. If B. receives the pass, then C. immediately becomes an opponent and A. and B. join in an inter-passing bout to try and by-pass him. If successful, the ball is passed to D. who restarts the practice by passing to either B. or C. (fig. 109).



### Setting-up Pass, the Two-against-one

39. In fours, with A. and B. approximately 20 yds. from C. and D. B. stands 5 yds. in front of A. and passes the ball to him and then follows-up to tackle. Meanwhile D., acting as A.'s team-mate, tries to get away from C. to receive a pass from A. The move restarts by C. standing 5 yds. in front of D., passing to him and then challenging for the ball. A. and D. have to think how to evade a tackle from the opponent and at the same time how to keep an eye on his partner so that he can be found with a good pass (fig. 110).



### Chipping the Ball over an Advancing Opponent

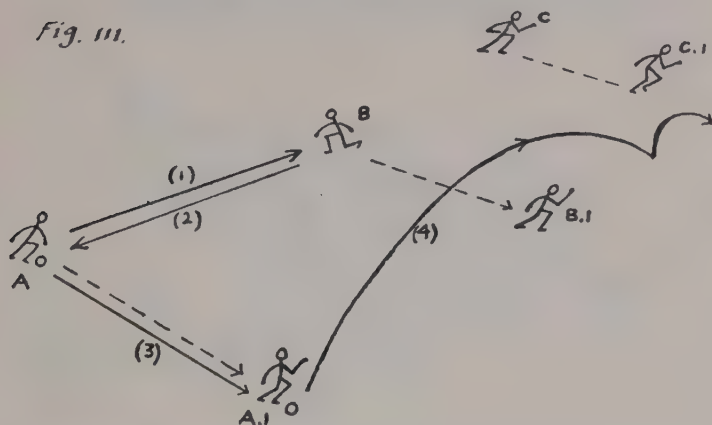
40. A. passes along the ground to B. who returns it for A. to chip the ball over B.'s head to C. Repeat from C. Each time B. acts as an opponent after setting-up the pass for the end player to chip. He tries to intercept the ball by moving forward or backward or by jumping. A. and C. must keep in line with B., using their skill at chipping to beat him.

### Wing-half Chips to Wingmen over the Opposing Full-back's Head

41. As in 40 but when A. receives the pass from B. he moves infield as a wing-half ought to do and tries to

chip the ball to C. who acts as his wing-forward. B. acts as the opposing full-back and, in covering A.'s approach, gives space behind himself for C. to receive the chipped ball without being off-side (fig. 111).

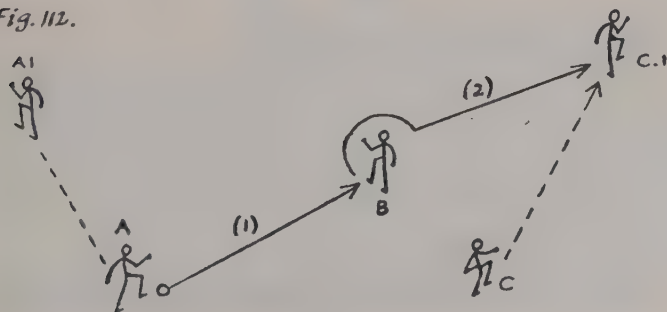
Fig. 111.



### Passing to Third Man

42. A. interpasses with B. and then, at a given moment, runs obliquely forward as though requiring a return pass. At the same moment C., the third man, runs forward on B.'s other side, and B. prepares to pass to A. but pivots and sends his pass to C. (fig. 112).

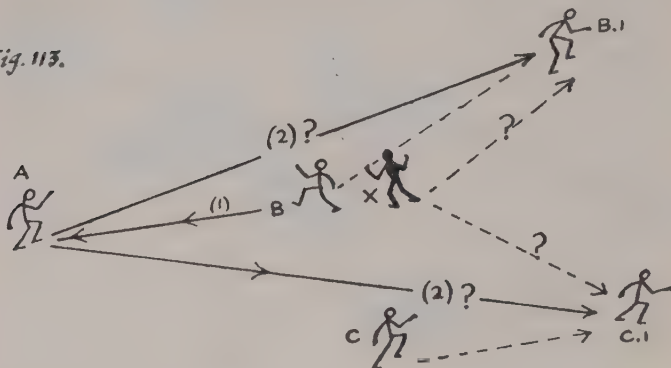
Fig. 112.



### Feinting and Passing to Third Man

43. A., B., and C. interpass in triangular formation. One player then makes a pass and, running into position for the return, calls for the ball. The third man also runs into position and the ball is switched to him (fig. 113).

Fig. 113.



### Feinting and Passing to Original Player

44. A. passes to B. and runs forward for return wall-pass; B., however, turns and runs towards C. and passes to him; C. quickly pushes a first-time, through-pass to A., who has now made another deliberate run-forward.

### Spotting the Unmarked Player

45. A., B., and C. are interpassing; X. marks B. B. passes to A. and then runs obliquely forward. C. also runs forward. X. must choose whether to go for B. or C., and A. must pass accordingly.

### Three against Two

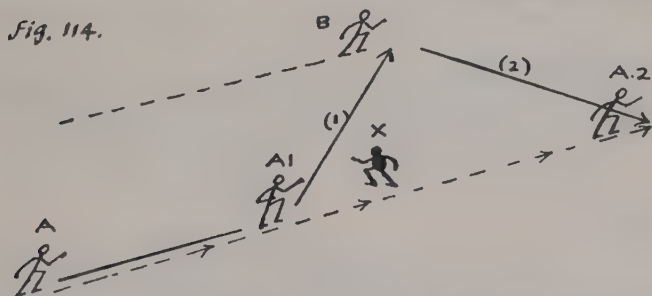
46. Three players are attacking against two players



in a 'corridor' space, about 25 yds. wide. The aim is to interpass and attack at speed, using a third man move to outwit the marking and interception of the two defenders. If one of the defenders covers the third man when he runs forward, the other two attackers should try to break past the other defender with a run or by quick interpassing in pairs.

### **Analysing a Passing Movement—Wall-pass**

47. Players need to practise basic passing moves and analyse all the situations likely to occur in a game. For example, the wall-pass, where A. runs forward to A.1, passes to B., and then runs past defender X. to a new position, A.2, to gather the return (fig. 114). A. must learn how to vary his approach-run and yet deliver a good pass to B. which cannot be intercepted by X. If A. delivers the pass too early, then X. will have time to drop-back to intercept the return. A. must also practise



the quick accelerated run to brush-past X. so that, as he collects the return pass, he compels X. to follow at his heels. B. must practise running at different speeds without getting himself off-side, and he must learn to use either foot to push the return pass. When X. becomes an active

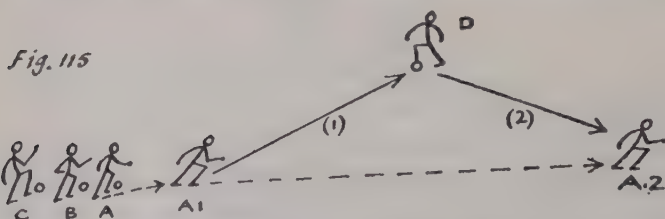
opponent, A. and B. may have to interpass before making an attempt to dash forward. If X. tries to intercept the first pass from A. to B., then A. can edge the ball past him and run ahead. If X. reacts quickly to cut-off the return pass to A., then B. must check his pass and make to break-through himself in order to draw X. out of the cover position. Well rehearsed in this way, this drill provides numerous practical lessons of what, and what not, to do in given circumstances. Players who play close to each other on the field should practise this drill thoroughly and thus create an instinctive understanding of each other's reactions.

### Screening, followed by a Wall-pass

48. A. passes to B. who is marked by X. B. holds the ball under control, screening it from opponent X. until A. positions himself for a wall-pass. B. plays the pass and uses speed to beat the attempt by X. to intercept the return pass from A.

### Deflection Passing

49. A., B., and C., each with a ball, line-up facing D. They run towards D. in turn and play a wall-pass. D.



deflects the ball, either to the left or right according to the movements of A., B., and C. as they run past him to collect the return wall-pass (fig. 115).

**Functional Practices**

50. Players should practise the type of passing movements which are required of them in their particular positions. As they do so, they should examine the various counter-moves they can expect to meet. Each match will provide material in the shape of interpassing movements which can be improved upon to make them more effective in the future.

# 8

## Shooting

IT IS FAIRLY EASY to analyse a team's shooting ability during a match by noting the number of scoring chances made and the manner in which they are taken. A forward line should be hungry for goals; this implies confidence in the ability to score them. Every forward and wing-half should be aware of his scoring ability and should seek to improve upon it.

**Shooting Practices to Develop Strength of Kick**

While all shooting practices tend in some way to develop the kicking muscles, some exercises are devised with this specific aim in view. It is true that strength can be developed by increasing the weight of the ball or by other forms of resistance but, though heavier footballs have been made, practice with them is unsatisfactory. Pressure

## TRAINING FOR SOCCER

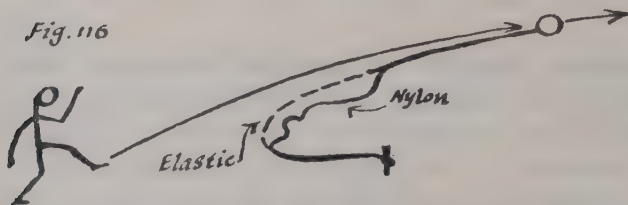
training is by far the best means of loading the performer with shooting practice, and for this the shooting-board or a brick wall is most useful equipment. The shooting-board should be resilient enough to cushion some of the shot's impact, so that when the performer shoots hard the ball does not rebound wildly. This also saves wear-and-tear on the balls. Most of the following exercises are varieties of pressure training—the player kicks repeatedly and tries to increase the power of his kick even when he is tiring.

1. The player drives the ball continuously against a wall or shooting-board from a distance of from 10 to 15 ft. He keeps up a fast repetition of shots, using all the power he can command for 3, 5 or 10 mins.

2. As for (1), only the player starts close to the wall or board and tries to force himself away by gradually increasing the strength of his kick so that each time the ball rebounds further.

3. Indoors: the player drives the ball at a hanging net or mattress so that it rolls back to the feet for the next kick. He maintains a steady rhythm and strength of kicking.

4. Using a tethered ball, the player drives and



volleys continuously. A special type of tethered ball has been designed for use on F.A. courses (fig. 116).

5. For two players—A. serves ball from behind B. so that B. can run on to A.'s pass and shoot at a wall or shooting-board with power enough for the ball to rebound to A. The latter maintains a continuous service to B. either to his right or left foot.

6. Two players, A. and B., shoot alternately at a goal marked on wall or at shooting-board, trying to maintain a steady repetition of powerful shots.

### **Shooting Practice from Different Positions**

Shooting at goal is important, but usually the goal-mouth gets too much wear-and-tear to permit the constant practice required. Many of the drills for shooting can be performed more easily using small sticks or corner-flags to mark a goal. Note how a large group can be spread over the field. Five goals are placed down the middle of the field: five groups of five players use each pair of sticks. A. and B. interpass before shooting to goal. The ball is then served to C. and D. to interpass and shoot from the opposite direction (fig. 117a).

7. Two players, A. and B., positioned 10 to 20 yds. on both sides of a goal marked by sticks, carry-out the following shooting drills. Each player fields for the other:

*a.* A. pushes the ball with the side of his foot and then runs to drive it low through the goal space to B. B. then repeats to A.

*b.* A. throws ball forward and runs after it to volley or half-volley it through the goal to B. B. then repeats this to A.

*c.* A. runs quickly from 30 yds. with the ball under control and shoots when he reaches a distance of 15 yds. B. repeats.

*d.* A. runs at speed obliquely or directly from the

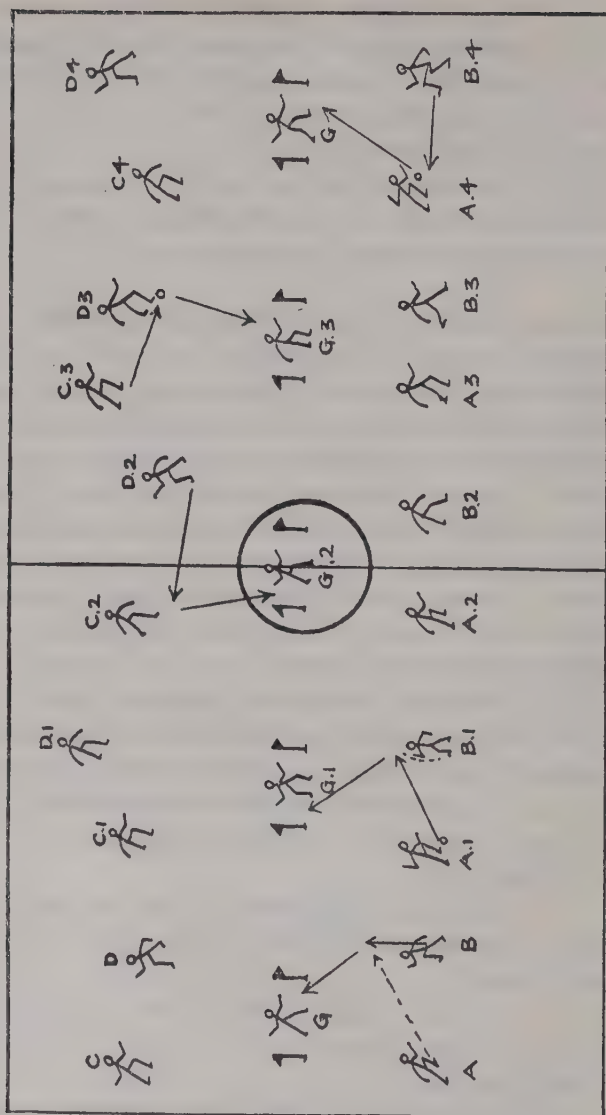


Fig. 117(a).

side and practises a shot on the turn. B. repeats.

e. A. runs away from goal with the ball under control and practises a full pivot-turn and shot. B. repeats.

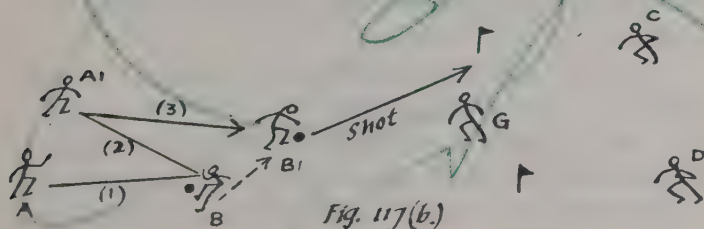
f. A., standing in different positions with his back to the goal, throws the ball a little way overhead, turns and runs in to drive the ball home.

g. All these practices can be performed with a third player between sticks as a goalkeeper. He faces each man in turn. In the early stages, when running in to shoot, it is useful to shoot hard, aiming at the goalkeeper's legs. The ball is invariably driven wide of the goalkeeper but still finds the 'target' behind him.

### Running on to a Through-pass to Shoot

8. Numerous shooting drills can be devised in which two players make an interpassing approach at goal and finish with a shot. For these practices four players in pairs, one pair on each side of the goal (a fifth can act as goalkeeper between the sticks). Each pair fields for the other.

a. A., standing some 10 yds. behind B., passes the ball to B. who returns it and then runs ahead towards goal. A. returns the ball, directing it alongside B. in his run, so that he can take it in his stride and make a shot. C. and D. then repeat from the other side (fig. 117b).

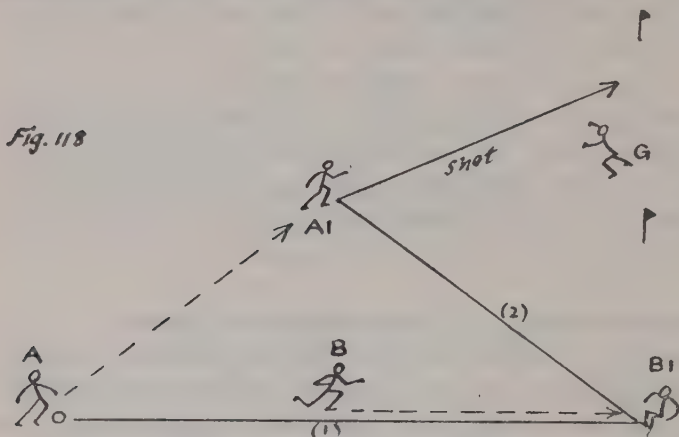




## TRAINING FOR SOCCER

*b.* A. passes to B. and then runs forward to receive the return wall-pass and makes a shot.

*c.* A. sends a through-pass to B. who runs with the ball to the goal-line and then sends an oblique pass backwards to A. who, running in, shoots at goal (fig. 118).



*d.* A. passes to B. who returns the pass. A. then chips the ball so that it drops ahead of B. in his run at goal. B. shoots without first controlling the ball—a volley or half-volley shot.

*e.* A. passes to B. and then runs past him to collect a through-pass. A. now centres from a lateral position for B. to shoot at goal.

*f.* A. takes up a typical position where the ball can be centred to B. who attempts to shoot first time. The centres are varied.

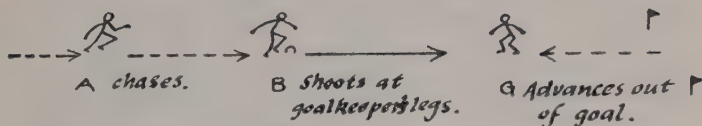
*g.* A. kicks a high ball to B. who heads it towards A. in his run to goal. A. shoots.

*h.* A. and B. assume the role of, say, outside-right and inside-right and practises a number of combined movements from the right flank; each in turn finishes with

a shot. The same can be done with other pairs of forwards and wing-halves.

i. A. passes to B. who runs in at goalkeeper who moves out of goal and tries to smother the shot. B. shoots hard when 5 or 6 yds. out and tries to hit the goalkeeper's legs (fig. 119).

*Fig. 119.*



j. As the pair become more practised, A. passes the ball to B. who is some 5 yds. ahead. A. then runs after him like an opponent and tries to help the goalkeeper to stop B. from scoring. B. can practise a placed shot, a lob, or a dribble to beat the goalkeeper.

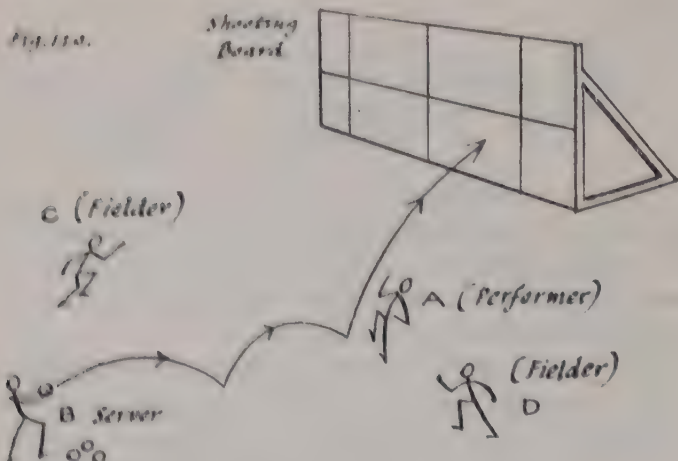
The purpose of such practices is to provide the players with a repetition of moves related to realistic shooting positions. It is important that they work at the exercises wholeheartedly, run quickly, and shoot powerfully.

### **Volley Shooting—Ball Served from Behind Performer**

9. A., the performer, stands 5 yds. from shooting-board. B., the server, positions himself 7 yds. behind A. Four balls are required and C. and D. act as fielders to keep B. supplied. B. at first throws a lobbing service to A. who tries to volley the ball after the first bounce. The ball is served so that A. practises with one foot; in this way, after 30 to 40 attempts, he gets the feel of the timing and kicking movement. Later he can be served so that he has to adjust his movements and kick with the appropriate

## TRAINING FOR SOCCER

foot. In these stages the aim is to develop a strong and sure kicking action and the distance of the target is therefore not important. Eventually he can stand well away from goal and intend to find the target with each shot. (If necessary two players can practise at the same time in front of the same board) (fig. 120).



### Volley Shooting—Ball Centred from the Side

10. As in (9), but the server stands to the side and A., the performer, has to hook the dropping ball to shoot it at the board. His movements will depend on his position in relation to the goal. If the service is from his left, A. uses his left foot. The server can also adjust his position so that he lobs the ball from varying distances and angles. (Later he can serve by means of a kick.)

### Turning and Shooting on the Volley—Service from Either Side

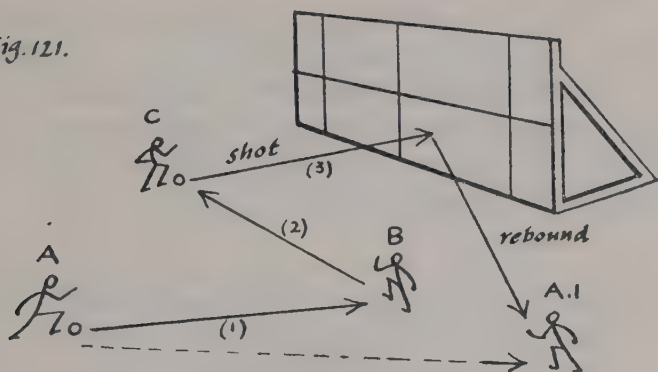
11. The situation can be made more complex if two

servers, B. and C., are used so that the performer turns first to one and then to the other. The frequency of service can be adjusted so that as A. tires more effort is demanded of him. He can also be further taxed if the ball is dropped well away from him.

### Sequence of Passing and Shooting

12. *a.* Three players, A., B., and C. approach the board. A. passes to B. who passes to C. for the latter to shoot. A. then fields the ball from the rebound and again passes to B. who has taken up a new position, B. then passes again to C. for a second shot. The movement is made continuous with first-time passing wherever possible. B. and C. should take up positions similar to those in a game.

Fig. 121.



*b.* As in (*a.*) only A. passes either to B. or C.

*c.* As in (*a.*) only A. passes to C. to shoot and then B. fields and passes to A. to shoot, and so on continuously (fig. 121).

### Setting-up Pass and Shooting

13. In threes. A. shoots at the board then runs

forward to collect the rebound, and passes to B. who also shoots at board, collects rebound and passes to C., and so on.

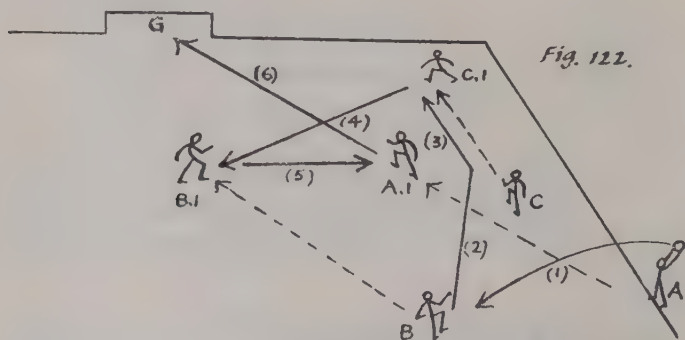
### Continuous Attack and Shooting

14. In pairs: two boards face each other 50 yds. apart. Each pair approaches interpassing towards the board and shoots from 18 yds. From the rebound an attack is made on the other, and so on continuously.

### Approach Play and Shooting

15. *a.* In threes. The same type of approach play and shooting can be practised with three players. Waves of players in threes, moving in a circuit, can attack each of the goals.

*b.* The coach and the players should rehearse typical triangular moves. For example, A., wing-half, throws to B., an inside-forward, who returns the ball to A., but it passes down the wing to C., a wing-forward, who centres for B. to shoot; although B. can pass back for A. to make the shot (fig. 122).

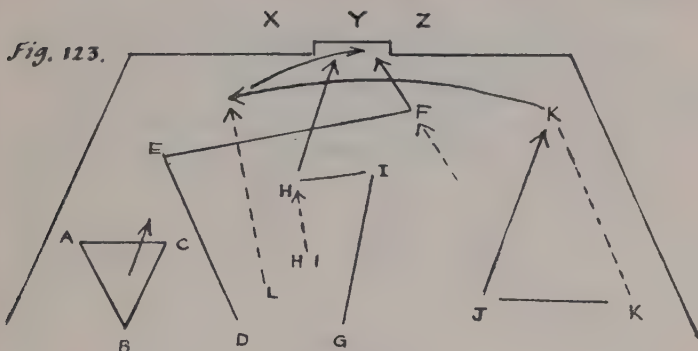


*c.* Three players against one defender and the

## SKILL PRACTICES

goalkeeper. They interpass to reach a scoring position quickly without getting offside.

d. Two players interchange with short-range passes of, say, 10 to 15 yds., whilst a third runs into a scoring position. The ball is then passed to him (15 to 20 yds.) and the player shoots (fig. 123).



*ABC - Close interpassing & shot.*

*DEF - Long pass leading to centre & shot*

*GHI - Through pass down middle*

*JKL - Interpass on flank & then shot for cross centre*

## Waves of Forwards

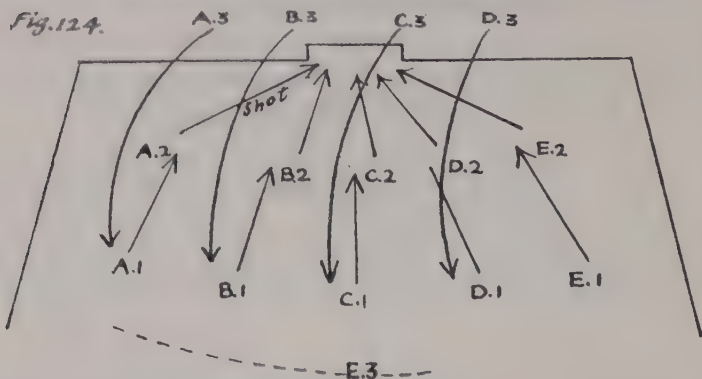
16. Two forward lines attack in waves against a defence of three players and goalkeeper (later against five players and goalkeeper). Each wave tries hard to finish its attack with a shot.

## Group Shooting Practice

17. Five forwards, with someone to serve a ball from behind, run in to gather passes and shoot. Four others field the balls from behind the goal and kick them over the shooters' heads to the fielders who keep up the service.

## TRAINING FOR SOCCER

A fifth fielder collects stray overkicks. The aim is to keep up a rapid service to each shooter. The service can be varied: a lobbing pass, a square pass, and so on. The groups of five exchange roles so that each takes a turn at serving, shooting, and fielding (fig. 124).



### Conditioning Early Shots

18. A forward line attacks against three defenders and a goalkeeper. When the ball reaches the penalty-area the attackers must shoot.

### Quick Passing Finishing with a Shot

19. A forward line attacks from the centre of field, each player playing the ball once until a shot is made.

### Five-a-side Conditioned to Induce Hard Shooting

20. Five-a-side practice with shooting-boards: to score, three shots must be made in succession.

### Conditioned Games

21. A game is conditioned so that players must shoot whenever ball is in penalty area.



22. A game is played without any wing-halves—five forwards to three defenders and goalkeeper in each half of the field. Players must not cross the halfway-line. Defenders serve the ball to forwards who plan quick attacks to score. A goal scores 5 points; an attempted shot from inside the penalty-area equals 1 point.

## **Five-a-side, Conditioned to Increase Shooting**

23. Each side is reduced periodically (say, every two minutes) to three players, thereby increasing opportunities for the team with five players to score.

# 9

## Heading

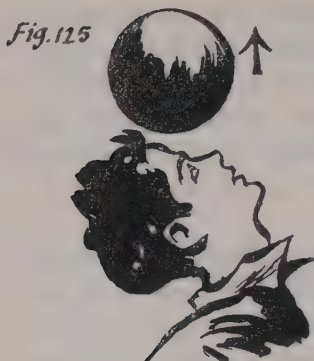
EARLY PRACTICES should be concerned with acquiring the use of the forehead. Plenty of solo practice is useful.

1. *a.* Continuous ball bouncing on the head. Count how many times it can be kept up (fig. 125).

*b.* Throw or kick the ball into the air and try to cushion its impact and repeat the ball bouncing practice (*a.*) (fig. 126).

*c.* Vary height of the rebound; try to head the ball higher each time.

*d.* Try to reduce the rebound and to balance the ball on the forehead.



*e.* Head the ball against a wall and then bounce it on the head continuously.

*f.* Kick or throw the ball high and try to head it powerfully upwards again or to cushion its impact and get it under control.

*g.* In pairs. A. heads to B. and B. heads back to A. continuously. Each time after heading the player makes a complete turn around.

*h.* A. throws up the ball at his forehead and heads it with force to B. B. repeats.

The following practices can be done in pairs or by one player using a wall. If in pairs, A. throws or kicks a high service to B. who heads back to A.

## Improving Distance

2. Heading practice with nodding and trunk action; also with a jump to improve the distance the ball is headed.

## Moving to the Ball Pitch

3. A. serves the ball so that B. is compelled to move forwards, sideways, and backwards to position himself to

## SKILL PRACTICES

head the ball. Each time B. tries to head the ball accurately back to A.

### **Heading Downward**

4. A. serves to B. who heads powerfully downward, first towards A.'s feet and then so as to bounce ball nearer and nearer under his own feet.

### **Long Distance Heading**

5. Heading to send ball as far as possible either with single-or two-footed take-off.

### **Running Jump to Head Ball**

6. Heading with run-in, timing movement to head the ball at the greatest height of one's jump or with a jack-knife action.

### **Heading Ball Served from a Long Distance**

7. A. kicks the ball, either with a volley or lob, to B. who positions himself to head it back as far as possible.

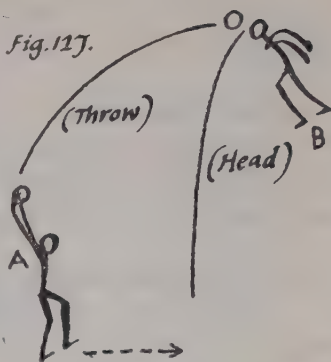
### **Heading to Find a Target**

8. In threes. A. serves a long ball to B. who watches its flight and also movement of C. as he positions himself nearby for a pass. B. heads ball to C. Repeat with different types of service and with C. in various positions.

### **Follow-up Play after Heading**

9. In pairs. A. serves the ball to B. and then follows-up as though in a match. B. heads back to A. and also follows-up quickly. Various moves can be rehearsed making use of speedy running. Players must judge each situation and react accordingly. The aim is to encourage players always to continue playing after each header.

10. A. throws-in to B. and runs infield for the return. B. nods the ball down to A.'s feet and then takes-up a position for the return pass (fig. 127).



11. A. serves a long throw or volley to B. as centre-forward, and then follows-up to act as an inside-forward. B. nods the ball back towards A. and runs ahead for the return. If A. clearly has difficulty in controlling the headed pass, B. should delay accordingly.

### Heading whilst Moving in Attack

12. In pairs. A. chips the ball to B. who nods it back to A. The movement is repeated whilst B. is running backwards or whilst A. and B. are advancing upfield. A. should lob the ball to give B. time in which to react.

### Two-ball Drills

13. In pairs. A. and B., each with a ball, try continuous heading. A. and B. throw and head back to each other. This is something of a trick but it provides an interesting variation to the usual type of heading practice (fig. 128).

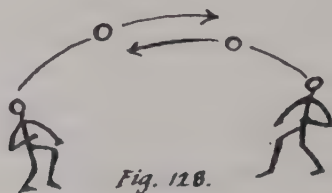
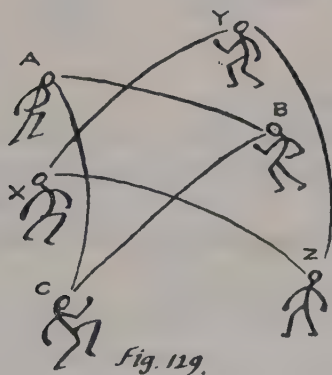


Fig. 128.

### Heading in a Crowded Space

14. A large group of pairs, each pair with a ball. Servers throw to performers who stand in group formation and try to head the ball back to their servers while keeping an eye on other performers and trying to avoid collisions. This practice can also be arranged in threes with each three interlocking with the next (fig. 129).



### Accurate Heading to Target

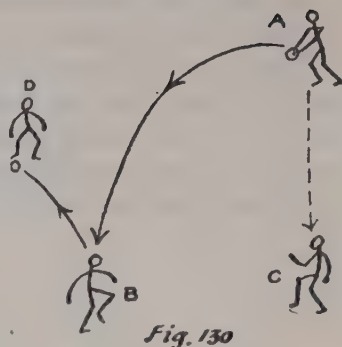
15. In threes, 10 to 15 yds. apart in a triangular formation. A. throws to B. who heads the ball so that C. makes a clean catch. Gradually increase distances to 20-25 yds.

### Heading to Place the Ball in Path of a Running Player

16. As in (15) only as A. throws to B., C. runs into a new position, but B. still tries to head ball to drop at his feet.

### Heading to the Unmarked Man

17. In fours. A. throws to B. who can head the ball to either C. or D. As A. throws, he runs to mark *either* C. or D. B. must then head the ball to the unmarked man (fig. 130).



### Moving Target

18. A. and B. head from one to the other. C. moves around and calls for a pass. The ball is headed to C. who returns it to either A. or B. who continue to head to each other until C. calls again from a new position.

### Short and Long Heading

19. A. and B. head between each other; C. and D., some 20 yds. away, head another ball. At a given signal each ball is volley-kicked across to the other pair who control it by heading, and the close heading in pairs begins once more.

### Heading while an Opponent tries to Intercept

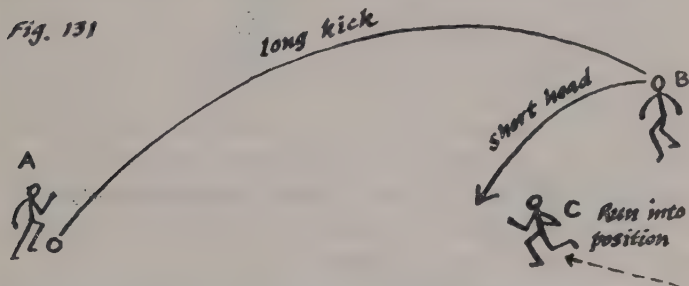
20. In threes. A. throws to B. who heads to partner C. A. follows-up his service with an attempt to intercept the ball. C. controls it and aims to make a return pass to B. without allowing A. to get possession.

21. A. throws to colleague B. with C., an opponent, running in to challenge in various ways. A. then runs into position to help B. to head the ball without it being intercepted by C. After B. has headed he also must position himself to help A. avoid C.

22. A. throws to B. and C. who challenge each other to head the ball.

### Heading under Match Conditions

23. *a.* A. throws or kicks long balls to B. who tries to head down to C. There are several groups of threes. The



servers stand on a line, kicking to the performers who are grouped in a cluster some distance away. Performers try to accustom themselves to heading under difficult, crowded conditions (fig. 131).

*b.* A. centres from 25 yds. and B. tries to head past goalkeeper C.

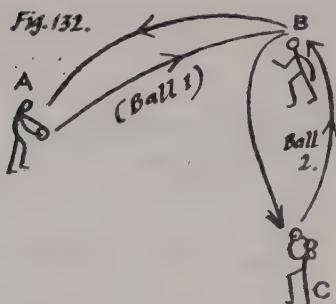
*c.* A. centres and B. heads to C. who is running in to shoot at goal.

### Continuous Heading

24. A. and B., each with a ball, serve to C. who heads back to them. As soon as C. has headed one ball, he turns to head the next, and so on.

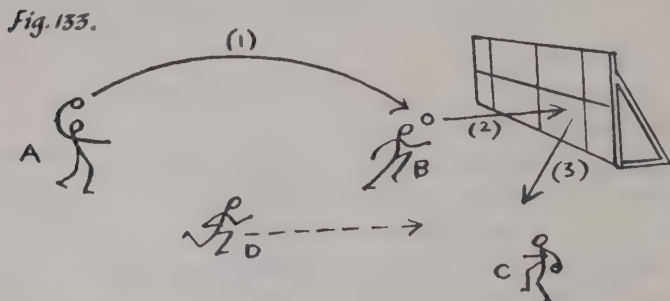
25. A., B., and C. in a triangle, 10 yds. apart. A. throws to B. who jumps to make a deflection-header to C., whereupon C. throws another ball to B. who heads to A., and so on. Three footballs are needed (fig. 132).





26. A. first throws to B., who heads to C., who passes to A. As soon as B. has headed the first ball, A. sends a second one. C. keeps changing position so that B. is compelled to split his glance to assess the new position even as the next ball is in flight.

27. B. stands before a wall or shooting-board. A. and C. position themselves on each flank and send various kinds of ball to B. who tries to head powerfully at the target. D., a fourth player, fields and keeps A. and C. supplied with balls. Three or four balls are needed (fig. 133).



28. Two servers, A. and C., on either side of the penalty-area, alternately serve to performer B., either by a throw or kick. D., goalkeeper, keeps A. and C. supplied

and F. fields outside the penalty-area. Four footballs are needed.

a. B. heads a high ball towards far post.

b. B. runs in to make a diving header at goal, gets up and turns to head another ball round to fielder F. who returns ball to either server (fig. 134).

c. B. tries to head against the resistance of an active opponent.

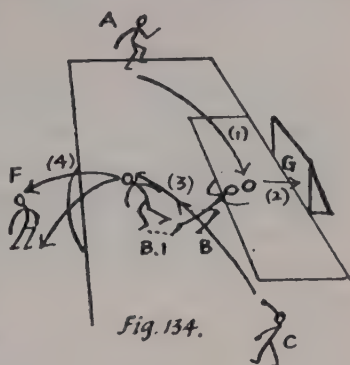
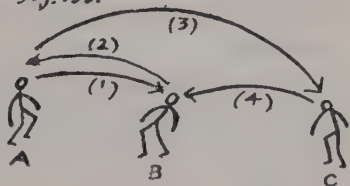


Fig. 134.

The speed of repetition is gauged so as to keep the performer's capacities at full stretch. Such practices take only a few minutes and are a test not only of skill but of determination.

29. A., B., and C. in file formation 5-7 yds. apart. A. heads to B., who heads back to A., who then heads over B. to C., who heads to B., and so on repeatedly. Later B. can interchange with A. after the latter has made a long header (fig. 135).

Fig. 135.



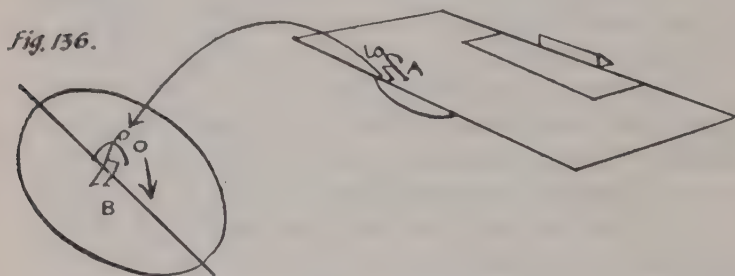
30. Ball is thrown to a player standing on the side-line of penalty-area, and he starts to head the ball continuously until he has crossed the area. Later he can turn round and make the return journey, still heading the ball.

## Heading and Passing According to Situation

31. In groups of four. A., B., C., and D. in line

formation, some 5-10 yds. apart. A. throws over B.'s head to C. who heads down to B.'s feet. B. controls and passes ball to D. A. and D. keep roughly to their positions as 'end' men, but B. and C. move around to provide more realistic conditions. Several groups work bunched together so as to force B. and C. to watch other players as well as the ball.

32. A. throws-in to B. who, running forward, heads backward to A. A. now controls and centres the ball to C. who heads at goal. D. standing on the goal-line heads clear.



### **Tests of Heading Skill. Heading Down from a Long Service**

33. The ball is kicked from the penalty-area to drop in the centre-circle where the performer jumps to head downwards so that it bounces inside the centre-circle (fig. 136).

### **Heading to Right or Left from a Long Service**

34. As in (33) but the performer heads to send the ball either to left or right so that it will bounce as near as possible to the touchline.

### **Heading for Distance**

35. As in (33) only performer tries to head the ball

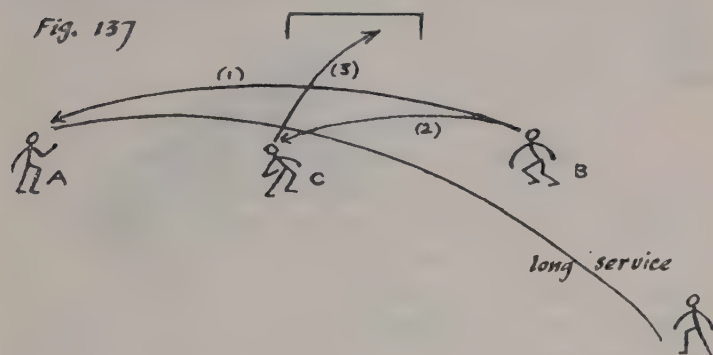
## SKILL PRACTICES

as far as possible towards the server in the penalty-area.

36. As in (33), (34) and (35), but against the challenge of an opponent.

### Scoring Headers

37. The performer stands on the penalty-area line. The ball is centred or kicked from all positions around the area, and he must try to head every ball to score (without a goalkeeper).



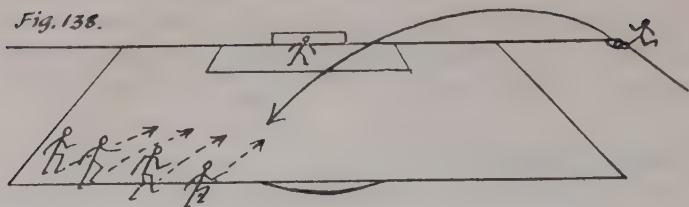
### Combined Heading

38. The ball is kicked or centred to three players positioned in the penalty-area who head across to each other. Each must head the ball and the last player must head at goal to score (fig. 137).

### Testing Height of Jump

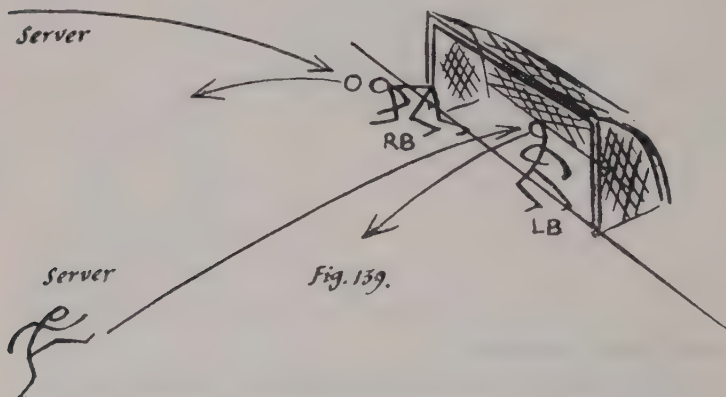
39. Indoors. Players use a suspended ball, with pulley marker, to test the height of their jumps in heading. The ball is raised until the player can only just make contact. Then he tries a further series of jumps to see if he can reach his maximum height continually.

*Fig. 138.*



## Heading in Echelon from a Corner-kick

40. The ball is centred from a corner-kick to four players who in echelon formation run in together. The ball generally falls to one player who heads at goal (fig. 138).



## Heading away from Goalmouth

41. A. and B., full-backs, position themselves in goal. Three others take turns to chip balls at goal. A. and B. defend, using heading as far as possible. Gradually the power of the shots is increased (fig. 139).

42. Full-backs and centre-half position themselves in the penalty-area. Four others outside the area try, by lobbing, to score a goal. The defenders must head or kick clear according to circumstances. About six balls and two fielders behind goal are needed.

### **Defending Goal against Repeated Attack**

43. Goalkeeper, full-backs, and centre-half practise against three attackers who kick long lobbing centres into goalmouth from wings. Attackers try to head into goal; defenders co-ordinate their work as a team unit in clearing each ball.

### **Heading to Colleague from a High Clearance Kick**

44. Centre-forward and wingmen practise receiving high balls from goalkeeper, heading down, deflection heading, or control heading, according to the situation. Centre-half and full-backs can act as opponents, varying the extent of their challenge.

### **Conditioned Games (possibly six-a-side)**

45. *a.* Encourage players to lob the ball into the air as much as possible so as to provide more heading situations.

*b.* Players catch the ball and volley it forward for it to be headed; another catches it, volleys, and so on.

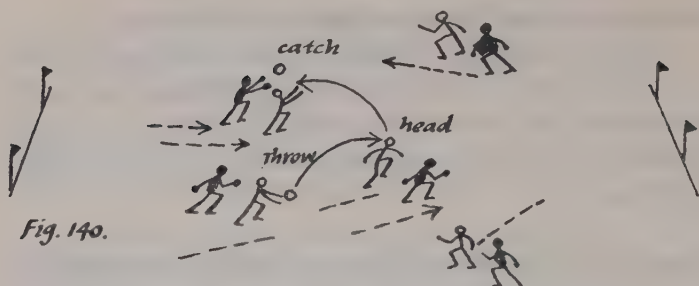
*c.* Teams are divided into attack and defence, separated by 'no-man's-land' across the centre of the field. The ball must be kicked high over this.

*d.* Short pass-long pass sequences of play. After a short pass the ball must be kicked strongly—preferably a lob.

*e.* Concentrate on high play towards one particular player, e.g. the centre-forward. The ball is sent to him as much as possible, and preferably by high lobbing.

### **Five- or Six-a-side—'throw-head-catch'**

46. This game enables players to practise competitive heading in pairs in real situations. On a pitch no



more than 50 by 40 yds. each player marks a given opponent (there is no goalkeeper). The ball is thrown then headed and caught in continuous sequence. Each player competes with his opponent to catch or to head it. Various approach plays are possible. Goals are scored by heading into goal. Players should learn how:

- to move away from opponent when his own side is in possession and to close with him when it isn't;
- to feint and then run into open space;
- to take up space backwards and forwards;
- to keep an eye on the field of play with a view to making a long pass or a wall-pass;
- to practise man-to-man marking (fig. 140).

## 10

### Dribbling

MUCH OF THE SKILL of dribbling amounts to ability to control the ball whilst running, stopping, and turning.



## SKILL PRACTICES

The following activities can be practised whilst the player is undergoing stamina training or as specific exercises to improve his ball control.

### Use of Sole of Foot

1. Hopping on one foot, move ball forwards, sideways, and backwards with a stroking action with the sole of the other foot (fig. 141).

2. Hopping, with foot changing, to roll the ball along the ground with the sole. The ball is pushed forwards, sideways, or pulled backwards.

3. Hopping on one foot, use the inner and outer sides of the other foot to stroke the ball lightly to left, right and forwards.



*Fig. 141.*

### Use of the Inner and Outer Sides of the Foot

4. Running forward, use one foot in its stride to play the ball with its inner, then outer, side. Vary the speed (fig. 142).



*Fig. 142.*

### Fast Running, using Outside of Foot for Control

5. Run forward with the ball under control, pushing it along with the outer side of one foot each time it comes through in its stride. Vary speed and length of the stride and practise turning in a small circle, maintaining the rhythm: step-push-step-push.

### Moving from Left to Right and Right to Left

6. Dip the right shoulder and play the ball with the

## TRAINING FOR SOCCER

inner side of the left foot, moving to the right so that the left foot crosses in front of right and is placed on ground (count 'one'). Step to the right with right foot ('two') and then transfer weight on to the left foot again and dip left shoulder ('three'). Now play the ball with the inner side of the right foot to the right ('one'), and so on (fig. 143).



*Fig. 143.*

7. As in (6) only play the ball with the outer side of the right foot, moving to the right for ('one'). Then the same change-over of feet to 'two' and 'three', and play the ball to the left with the outer side of left foot ('one').

### **Preliminary Feint**

8. As in (6) only make a feint to play the ball with the inner side of the left foot, letting it pass behind the ball and then back again as though to play the ball with the foot's outer side. Then play the ball and go through the sequence as in (6). Repeat the feint, play with the right foot, and so on (fig. 144).



*Fig. 144.*

### **Dragging the Ball From Behind**

9. Run forward playing the ball with the inner side of the foot, sometimes stepping ahead with one foot and using a dragging action with the other to bring the ball in front of the body again.

### **Screening whilst Dragging the Ball Forward**

10. Run forward, as fast as possible, keeping the ball close to the feet but moving the body from side to

side, so that one moment the ball is screened from the right—whilst the left foot drags the ball—and the next moment it is screened from the left—whilst the right foot drags the ball.

This sideways dragging

movement whilst screening the ball plays a valuable part in many dribbling techniques (fig. 145).



### **Complete Turn on the Ball**

11. Run forward, touching the ball along with the outer side of the right foot, then make a quick pivot-turn, moving round to the right:

12. As in (11) only using inner side of the left foot to play the ball.

### **Checking, Turning and Accelerating**

13. Run forward quickly with the ball under close control, then stop it on a line using the sole of the foot on top of the ball. The performer then makes a quick turn and repeats in another direction. Slight variations to the method of checking the ball can be adopted according to a player's natural abilities.

14. As in (13) only repeatedly stopping and accelerating.

15. Three lines or flags about 10 yds. apart. With a sideways screening action dragging the ball gently forward from a given flag or line until the second line or flag is reached. Then break into a sprint until third line or flag is reached. Make a check-turn and repeat.

16. As in (15) only, when making the sprint, push or kick the ball ahead and sprint hard to reach it at the

third line. Try to assess distance when pushing the ball ahead and running.

## Feint Plays

When a feint play is made to sell the dummy to an opponent, it must be followed by a quick get-away. Quick acceleration is a most important factor in all forms of dribbling.

17. Feint to play the ball with the inner side of foot, but allow foot to pass over the top of the ball and then scoop it away in the opposite direction, using outer side of foot. Accelerate quickly for the get-away, keeping the ball screened from opponents. This is first practised freely; then with an opponent who responds to the feint; and finally against an active opponent against whom the dribbler uses this as one of the methods of beating his man (fig. 146).



*Fig. 146.*

18. Play the ball quickly to the left, using inner side of right foot, and then quickly play it back using inner side of the other foot. Again use the inner side of right foot to push the ball forward (count 'sideways', 'sideways', 'forward': 'quick', 'quick', 'push').

19. Stand poised with the ball square between feet. Lean to one side and perform a double take-off shuffle in that direction as though to play ball with the inner side of the foot. Instead take the foot past or over the ball and at the same time flick with the outer side of foot to push it sideways in an opposite direction. Then accelerate quickly after the ball (fig. 147).



*Fig. 147.*

## SKILL PRACTICES

20. Run at varying speeds. During run cross the left leg in front of right, to swing it round the ball, and place foot down in a position somewhat ahead but to the side of the ball—so that the ball is then dragged along, using the inner side of right foot. As the drag is made, the player breaks into a sprint (fig. 148).



21. As in (20) only step slightly ahead with the left foot and then pretend to check the ball, using the right sole which passes over the top of ball; it is then brought quickly back to drag the ball forward with the inner side whilst the performer accelerates forward.

22. Turn obliquely sideways to screen the ball from an opponent. Step wide to the left with the left foot to shield the ball; take the right foot past the ball on the inside, as though preparing to back-heel; then swing foot backwards past the ball again; and finally use the side of swinging foot to drag the ball forwards and break into sprint run (fig. 149).

### Checking and Turning the Ball Obliquely Backwards

23. Run forward with the ball under close control and check suddenly, using the inner side of the right foot to turn the ball to the left but obliquely backwards to evade a frontal tackle. Repeat to the right (fig. 150).

## TRAINING FOR SOCCER



*Fig. 149.*



*Fig. 150*



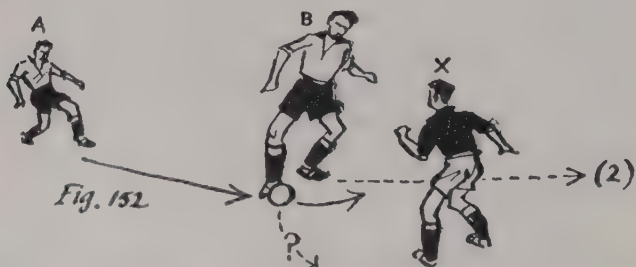
*Check & then turn ball obliquely backwards*



*Fig. 151*

24. As in (23) but on stopping twist the playing foot inwards and move to drag the ball obliquely backwards between the legs. Then pivot-turn to the left to play the ball with the left foot and move off in a new direction (fig. 151).

25. A. serves ball to B. who is marked by opponent X. B. pretends to gather the ball, as though to take it on the outside of X., but at the last moment he pivots round on his standing foot and turns the ball on the inside of X. (fig. 152).

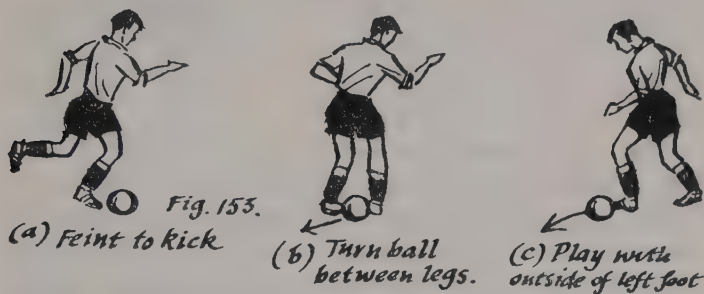


*Fig. 152*

26. Push the ball forward and run as though to give a powerful kick with the right foot. Check the kicking action at the last moment, allowing foot to go around the ball and to play it obliquely backwards behind the stand-



ing left foot. Make a pivot-turn on toes of left foot as the right foot plays the ball. Turning left, play the ball with the outer side of the left foot so as to push it ahead in a new direction (fig. 153 a, b, and c).



### Over-running the Ball

27. Run forward to the ball and pretend to play it with the right foot but, instead, step in front of it, making a pivot-turn to the left so as to face in the opposite direction. Continuing the turn, drag the ball forward with the inner side of right foot.

28. As in (26), player runs forward past the ball on his right, so that weight is checked on forward left foot. Then making a quick pivot-turn to the right, he drags the ball on in the original direction. He then completes his pivot-turn with the outer side of the right foot, pulling the ball.

### Screening: Pulling the Ball Back with the Sole

29. The player uses the sole of his right foot to pull the ball backwards out of reach of a frontal tackle. He turns right, pivoting round on his left foot, so that his left



side confronts the opponent and the inner side of his right foot reaches backwards and steadies the ball. He prepares to move away to his opponent's left, keeping the ball screened by leading with the left side of body and dragging the ball with the inner side of his right foot (fig. 154). Weight is transferred lightly and in rapid sequence from one foot to the other, as the ball is edged along. If the opponent moves around to confront this oblique approach, the player again uses the sole of his right foot to roll the ball backwards. Then, continuing his turn to the right, he makes his get-away upfield in the original direction. If the opponent prepares to check this second turn and does not move sideways to shut-off the shuffling movement, the player quickly breaks into a sprint in that direction to escape opponent. This is a typical example of a screening dribble with two alternatives.

*Fig. 154*



### **Pulling the Ball Back and then Scooping it Forward**

30. As in (29). The player uses the sole of his right foot to withdraw the ball quickly from a frontal tackle, making a slight turn to the right on his standing left foot. In the same movement the right toes are placed underneath the ball to scoop it obliquely forward to the right as part of a quick get-away. The performer screens the ball with his body as he runs forward.

### **Turning on an Opponent. Dodging from Side to Side**

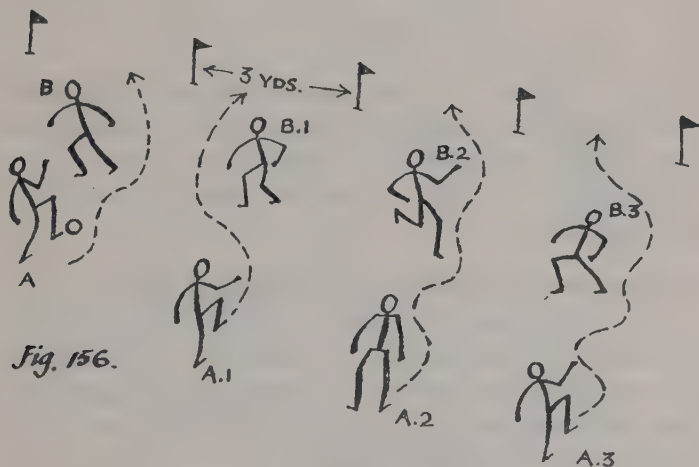
31. As in (29), the player pulls the ball back and

then makes a half-turn so that his back confronts an opponent. Keeping his body between the ball and his opponent, the player then tries to make-off to the left or right by using feint plays with the inner and outer sides of his foot (fig. 155).



### Active Dribbling against an Opponent

32. In pairs. A. attempts to dribble past B. who is positioned some 5 yds. from a target space (2 flags or posts, 3 yds. apart). A. then dribbles around B. to take the ball through the target space. This practice can be arranged for a large group by having a line of flags evenly spaced. Each pair is then allocated a space. Players interchange with each other in each pair and then the group is rearranged so that each player has a new opponent (fig. 156).

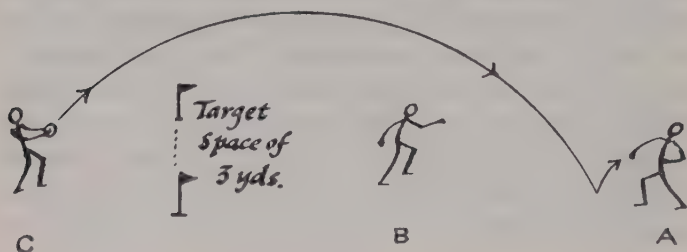


### **Dribbling or Passing to Beat an Opponent**

33. In threes. A. and B. attempt to beat C. who is positioned 5 yds. from the target space. A. has the ball and can use a feint to pass to B. as well as dribbling to get around C; or A. can pass the ball to B. who must then make for the target space. Only one pass is allowed.

### **Dribbling to Make an Angle for a Through-pass**

34. In threes. C. throws the ball over B.'s head to A. who, using screening, attempts to angle B. in such a way that he can then pass the ball through target space to C. Target should be 3 yds. wide (fig. 157).



*Fig. 157.*

35. In pairs. A. runs forward to attempt to dribble past B. who is positioned in or about the penalty-area line. If A. is successful, he shoots at goal. Several pairs can practise at the same time and the players can be interchanged.

### **Continuous Dribbling in a Confined Space**

36. In threes. A., B., and C. in line in a narrow lane, 5 yds. wide. B. the middle man, attempts to dribble past A., keeping inside the lane. If successful, he turns and tries to dribble past C. If either A. or C. dispossess B., they take over the dribbling role.

37. A game—five- or six-a-side—can be played with the condition that players must dribble the ball all the time. When a player dribbles the ball over the end-line, he turns and kicks it out of his hands back into play.

38. A game—perhaps five- or six-a-side—can be played with the condition that players must dribble around one opponent before making a pass.

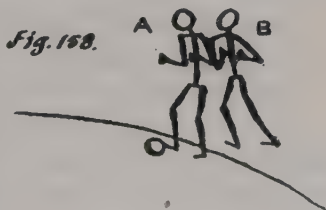
## II

### Tackling

THE POSITION of the player in relation to the ball is important in tackling as well as ball control and dribbling.

#### Shoulder Charging from Outside

1. Running in pairs around centre-circle. A., the inner man, is in possession of the ball; B., the outer man, continually tries to shoulder him off it. A. pushes the ball forward with the foot farthest away from B. and steps to lean his weight against the force of each charge. B. adds more and more force to his shoulder charging (fig. 158).



#### Tackling from Outside

2. As in (1) only on a given signal B. tries to tackle A., and the latter resists the tackle as best he can by

screening the ball through still advancing round centre-circle line. It will be learned that it is fairly difficult to tackle to get the ball from the outside position.

## Tackling from the Inside

3. As in (2) with positions reversed. B. is on the inside and A. on the outside in possession of the ball, as the pair advance at jog-trot pace around the centre-circle. B. again tries to tackle A., and the latter still trying to screen the ball, must attempt to advance round centre-circle. It will be found that B.'s task of tackling is much easier from the inside position.

Defenders make use of this principle by forcing players in possession of the ball out towards the touchline or by trying to keep on the inside position for tackling. The direction from which the approach is made partly governs the methods of tackling, some of which are more preferable than others. Expediency sometimes compels the player to use methods which may look unorthodox or clumsy but which are nevertheless effective.

## Block-tackling

4. The block-tackle is used when a player is approaching another player from the front. A. and B. stand one pace away from the ball. They time their movements so as to step alongside the ball with one foot and tackle with the other (the side of foot plays strongly at the ball) and to strike the ball at the same time. With practice the timing of this movement—one! two!—can be gauged so that both players tackle vigorously at the ball, to block it between the feet (fig. 159).



*Fig. 159.*

5. A. dribbles forward and B. practises running in to block-tackle.

### **Second Stage in Block-tackle**

6. As in (4) only after the feet have made contact with ball, A. and B. try to be first with a lifting movement of the foot to raise the ball over and clear of it.

### **Taking Advantage of Opponent's Pressure**

7. As in (4) only each player strives to allow the pressure of the opponent's tackle to help him direct the ball through his own legs; then he turns quickly and screens the ball from his opponent.

### **Holding the Weight of Opponent's Tackle**

8. As in (4) only one player holds the weight of the other's play at the ball, and then drags his foot powerfully forwards to hold possession of the ball.

### **Running In from the Side to Tackle**

9. A. runs with the ball and B., running from the side, attempts to tackle.

10. A. runs with the ball and B. running in the same direction practises a pivot-turn and block-tackle.

### **Use of Heel**

11. A. runs with the ball and B., running in the same direction, practises a block heel tackle, using the inside of the foot. The foot is placed heel-down into the ground just ahead of the ball (fig. 160).

12. In threes. A. throws the ball over C. to B. who controls and tries to dribble



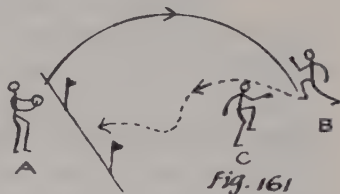
*Fig. 160*



back to A. C. retaliates with block- or side-tackling.

### Judging when to Tackle

13. In threes. B. and C. stand 5 yds. apart, about 15 yds. from a target space between two sticks 3 yds. apart. A. throws the ball so that B. can gain possession with C. closing in to tackle. B. tries to get through the target with the ball still in his possession (fig. 161).



14. As in (13) but varying the direction and pitch of the throw so that B. and C. are presented with different situations. Sometimes B. is given the advantage, and sometimes C. Each time a player wins possession he must pass the ball back to A.

### Speed and Forcefulness

15. A. stands with the ball in front of his feet. B. runs from a short distance away and practises a powerful, single-footed take-off: his stride should end with his foot alongside the ball and enable him to swing the other foot powerfully at the ball. A. steps out of the way so that B. forces the ball to C. Each takes a turn to develop his judgment of distance and the 'one! two!' timing should bring the body over the ball at the moment of tackling.

### Sliding Tackle

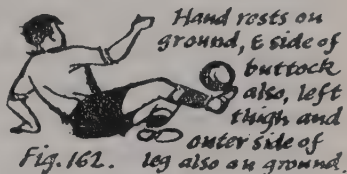
Although it is better to try to keep on the feet in a tackle, there are occasions when the only way of reaching the ball is by 'sliding' to the ground and stretching the leg forward. This is useful to defenders in desperate situations



## SKILL PRACTICES

and for forwards when they find themselves chasing after defenders who have just dispossessed them. There are many variations of the sliding tackle but the following is safe for both the tackler and his opponent.

16. The player strides forward on the outer edge of the foot on the near side of the tackle and, bending the knee, falls on the parts of the leg, thigh and buttock protected by muscle. With hand on the ground and the elbow bent, he steadies his trunk whilst at the same time he swings the tackling leg forward and across (fig. 162). The movement



should first be practised with a static ball and then with the opponent moving ahead in possession. Gradually the tackler develops an ability to assess the distance needed for the leap forward to play the ball cleanly.

### Tackling and Chasing

17. A., in possession of the ball, advances in an attempt to dribble past B. and take the ball through a 3 yd. target space. If B. tackles successfully, he aims to dribble the ball through a second target space 30 yds. away. A. must recover and give chase, if necessary using the sliding tackle to prevent B. from reaching the target. If A. is successful B. chases, and so on until either one gets the ball through target.

### Group Practice

18. A., B., C., D., etc., defend a series of target spaces provided by a line of sticks some 3 yds. apart. Opponents 1, 2, 3, 4, etc., dribble to get past a defender

and pass through the target space. After three or four attempts pairs change over functions. Later fresh pairings are made.

19. As in (18) only the tackler now tries 'jockeying' movements, pretending to tackle to get his opponent to make a false move and then pouncing on the ball.

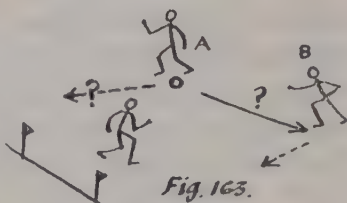
### Tackling Two Attackers

20. As in (18) only two players, A. and B., advance together on defender C., who is standing some 5 yds. in front of the target space.

A., in possession, can either pass to B. or dribble past C. Once A. has passed, B. must attempt to get through to the target space.

The defender C. must judge the situations and try

to jockey A. and B. into mistakes which will give him the chance to pounce on the ball (fig. 163).



### Continuous Tackling

21. A. stands 5 yds. in front of the target space. B., C., and D., each with a ball, advance from some 10 yds. away, and in turn try to dribble past A. As soon as one opponent has been dealt with or has escaped, A. turns to face the next.

22. In a large circle, six to eight players, each with ball, spaced some 15 yds. apart and each facing an opponent. On a given signal each player moves forward to dribble past his opponent, who tackles. As soon as the tackle is won or lost dribblers move on to the next opponent and so on round circle.

23. A., dribbling, makes to go past X., the forward, who runs in and tackles. Whether successful or not, X. then recovers to chase after B. who is now dribbling another ball past X. but in the opposite direction. Then C. runs past X., and so on. A., B., and C. are acting as full-backs and X. is the wingman chasing after each in succession.

### **Full-back Confronted by Two Forwards**

24. *a.* Inside-right serves the ball to the outside-right so as to give left-back the opportunity of tackling.

*b.* Inside-right and outside-right move to by-pass left-back who tries to intercept with a tackle. As soon as the left-back has dealt with the situation, he turns to face another pair of opponents.

### **Centre-half v. Centre-forward**

25. *a.* Setting-up pass is made to centre-forward, and the centre-half practises running in to dispossess him.

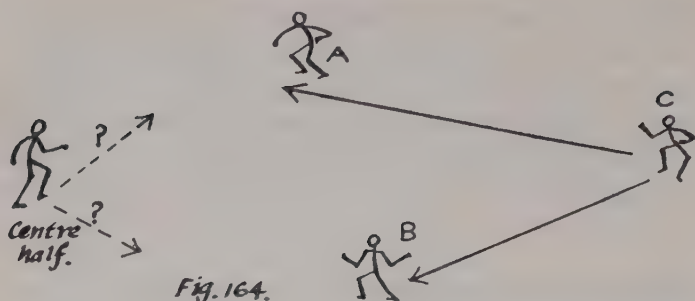
*b.* As in (*a.*) only the inside-right helps the centre-forward.

*c.* The centre-half has to deal with two centre-forwards, A. and B., from a position about halfway between the penalty-area and centre-circle. C., standing in the centre-circle, serves a ball to either A. or B., who attempt to race past him and score. A. and B. vary their starting positions and C. varies his service, sometimes giving the centre-forward a clear advantage (fig. 164).

### **Functional Practices**

26. Functional practices can be arranged for other players as follows:

*a.* Wing-forward chases after the full-back and tackles.



b. Full-back tackles at a through-ball which goes to the winger in the corner of the field.

c. Wing-half chases in attack and then races to tackle the inside-forward.

d. Wing-half, jockeying two forwards who are advancing with the ball.

e. Centre-half tries to rush forward to intercept a pass to the centre-forward, when necessary turning to chase after him.

## Pressure Training

27. A defender is given a rapid succession of tackling situations. A. stands on a line and five forwards in turn attempt to dribble past him. No sooner has one forward been tackled than the next one makes his run-up.

## Conditioned Tackling Games

28. Sometimes a player is helped to develop his tackling by means of a game which is conditioned to provide frequent opportunities for tackling—perhaps 7-a-side in a small area, say 40 by 20 yds. The rules are that every player must dribble until he is robbed of the ball, or until he scores a goal by dribbling it over the end line. To restart play he must kick the ball high out of his hands.

The referee uses four footballs which can be added to play as he thinks fit.

29. As in (26) only 5-a-side, and each player is paired with an opponent. Players must dribble past their opponent before making a pass.

30. Players dribble so as to invite a tackle. Passes are only allowed after beating a man, in clearing from one's own penalty-area, or in shooting within the opponent's penalty-area.

## 12

### Ball Control

IT IS NOT SUFFICIENT merely to be able to juggle with the ball; a player must have the deftness of skill to control a ball approaching from all angles and at different speeds, and the confidence to do this in the face of an opponent challenging for possession. Nevertheless, juggling skills give the player the 'feel' for more purposeful ball control, and can be recommended.

#### Juggling Skills

1. Player puts the sole of his foot on the ball, rolls it backwards, and quickly transfers his foot underneath so that the ball rolls on the instep. The ball is then balanced there (fig. 165).

2. As in (1) only the ball is then flicked



## TRAINING FOR SOCCER

to head-height and caught on the instep of other foot as it falls to the ground.

3. Player walks forward to the ball and then scoops his foot under it so that it is lifted over his head to drop behind him.

4. As in (3), repeating with left foot and right but as the ball touches the ground behind him, the player reaches back with his leg, and using the inside of the heel, drags the ball forward between the legs.

5. As in (1) only the ball is continually bounced slightly on one foot, and then on the other.

6. As in (5) but using alternate feet, moving forwards, sideways and backwards.

7. As in (5) but adding additional movements, e.g. turning around, lobbing overhead, hopping forward.

8. Player practises a sequence of ball-controlling movements, e.g. head, chest, left thigh, right thigh, left foot, right foot—keeping the ball up each time (fig. 166).

9. Player tries to balance the ball on head, on thigh, on foot.

10. Player lifts the ball so that it bounces on the ground and then he tries to keep it bouncing by patting it downward with the sole of his foot (fig. 167).

11. Player runs forward and scoops his toes under the ball with a quick tilt upwards, flicking it up to head-height.

12. Ball bouncing on the outer side of the foot, with the leg held sideways and backward.

13. Holding the ball between the feet and jumping to flick it in front of the body or behind the back so that the player can head it.



*Fig. 166.*



*Fig. 167.*

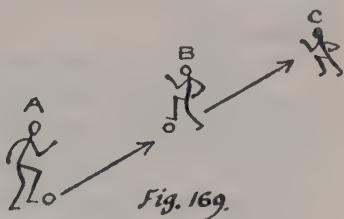


### Stilling the Ball

14. A. and B. interpass and control the ball before returning the pass. As the ball approaches, the player reaches forward to put the inner side of the foot to the ball, and then withdraws it, easing the ball to a stop without allowing it to bounce away from the foot (fig. 168).



*Fig. 168.*



*Fig. 169.*

### Control and Turn

15. In threes, in line 10 yds. apart. A. passes to B. who uses control as in (14) so that sufficient speed is taken from the ball to cause it to roll gently alongside as he turns. B. then passes to C. who controls as in 14 and returns ball to B. (fig. 169).

### Controlling a Bouncing Ball

16. As in (14) or (15) only ball is served so that it bounces, and the performer must raise his foot off the ground to make contact.

### Controlling a Ball from the Side

17. As in (14) or (15) but the ball is served by a lob, so that performer must lift his foot sideways to make contact.

### Through Legs and a Pivot-turn

18. In threes, in triangle formation 10 yds. apart.



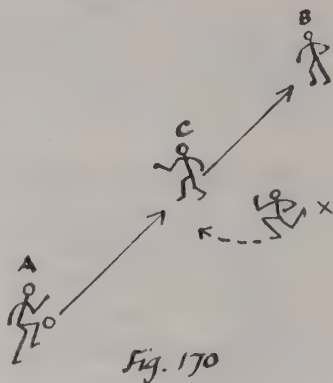
A. passes to B. who uses control as in (14) but eases the ball with an inward turn of the foot, so that it rolls between his legs slightly to the opposite side of the body. If the right foot is used for control, the ball rolls behind the standing left foot, whilst player pivots on this with a left turn. B. passes to C., and so on.

### Turn-about

19. In pairs, interpassing. If the right foot is used to control the ball, the player pivots round to the right on left foot, so that a turn-about is made. The ball thus traverses a semi-circle to finish on the inside of his right foot when he is facing in the opposite direction. He now continues turn and kicks the ball back to his partner.

### Controlling a Ball when Challenged

20. Players should next practise adapting their control of the ball by methods (14-19) according to the movements of an opponent. A. and B. pass to C. who is challenged by X. X. starts from 5 yds. away and runs into C., trying to anticipate the direction of his control. C. uses his ball control to angle it away and screen it from him (fig. 170).



### Catching the Ball on the Instep

21. In pairs. The ball is lobbed to the performer who lifts his foot forward to catch it on the upper part of

## SKILL PRACTICES

the toes, the foot receding at the moment of contact so that it drops to the ground without much bounce. This can be done by raising the foot high with the leg bent at the knee, or by raising the foot only slightly from the ground with the knee almost straight.

### **Catching the Ball and Deflecting it in a Backwards Direction**

22. As in (21) but, by tilting the toes up and turning the foot, the ball is gently directed:

*a.* through the legs—the foot turned inward.

*b.* backwards, but on the outside of the playing foot—the foot turned outward (fig. 171).

*c.* backwards but on the outer side of the standing foot—the foot turned inwards. In either (*a.*), (*b.*), or (*c.*) the player can turn round either left or right to gather the ball.



*Fig. 171.*

### **Speeding Up the Practices**

23. In early stages of practice for exercises (14–22) the service will be from short distances and of a type to help the performer to master the skill. Later, faster and longer service will allow the performer to practise under more realistic conditions.

### **Use of Thigh**

24. In pair or threes. The ball is served in a high lob and as it falls, the player raises a bent knee to allow it to drop on to the fleshy part of his thigh; this is quickly lowered at the moment of contact, allowing the ball to

fall to the ground with a minimum of rebound. By contacting the ball slightly on the side of thigh it is deflected sideways and backwards.

## Use of the Chest

25. As in (24) but using the upper part of chest as a 'plate' to cushion the falling ball's impact when standing and jumping to control a high ball (fig. 172). Again by the quick angling and turning of the body at the moment of contact, the ball can be deflected to right or left. In the standing position the impact is lessened largely by bending the knees. Players need to practise speedy foot control as the ball falls to the ground from the chest.



*Fig. 172.*

## Use of the Head

26. As in (25) only using the head, which recedes at the moment of contact either as a result of bending the knees or of the trunk swaying back slightly. The ball can be trapped or controlled by the sole of the foot, the inner or outer side of the foot or leg.

## Use of the Sole of Foot

27. In pairs. A. throws the ball to B. who controls it with the sole of his foot at the moment it makes contact with ground, easing it directly forward or obliquely to left or right; he runs with the ball and exchanges places with A.

28. In pairs. A. throws the ball to B. who traps it with the sole of his foot, and then uses this to pull the ball backwards, turning as he does so, to shield the ball.

29. In pairs. A. throws or chips the ball to B. who uses the sole of his foot to deal with a bouncing ball and

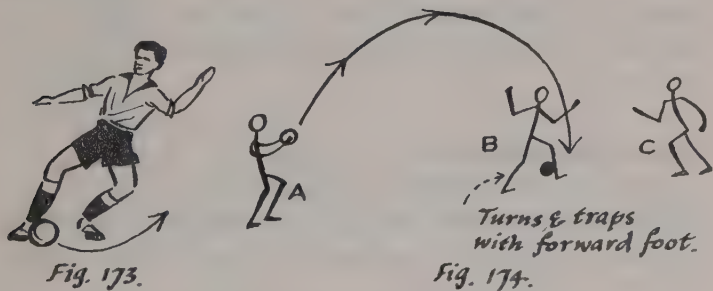
a volley, pushing it gently to the ground so that it can be gathered in his stride.

### Drag Control

30. In threes, in triangle formation. A. throws the ball to B. who controls it by using the inside or outside of his foot to turn either left or right and drag the ball in the same direction so that it runs in with his stride. B. throws to C. and so on.

### Pivot-turn with Drag Control

31. As in (30) but B., turning outwards, gently redirects the ball towards C. He uses inner side of his foot (fig. 173).



### Turn First and Control with Forward Foot

32. In threes, in line 10 yds. apart. A. throws a high ball to B. who runs to its pitch but turns to face C. and controls the ball with a foot raised in his direction. B. then passes to C. A forward who can control the ball in this way can make a useful move quickly (fig. 174).

33. As in (32) only C. acts as an opponent, moving in to B. as he runs to the ball. B. turns and controls the ball ready to evade C.'s challenge. If C. is too close, then B. must use another form of control to evade C.'s tackle.

### Ball Falling Ahead

34. As in (32) only A. throws the ball high over B.'s head, who runs towards C. to control the ball as it falls and then passes it to him. C. then throws it again over B., who controls it and passes to A.

### Challenging for Possession

35. A. throws the ball to B. and C. who challenge each other for possession. If B. gets it, C. acts as an opponent trying to prevent a return pass to A.

### The Outer Side of the Foot Raised Backwards

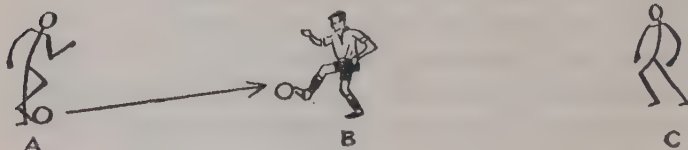
36. A. throws or chips ball to B. who half-turns and, lifting his rear leg upwards, plays it with the outer side of the foot to tap it forward in the direction he is facing (fig. 175).



*Fig. 175.*

### Control Interception

37. B. stands between A. and C. who are 30 yds. apart, and drive the ball hard to each other. B., tries to intercept, making use of quick ball control (fig. 176).



*Fig. 176. Hard driving between A & C with B practising ball control.*

### Speeding Up the Control

38. In triangle formation, some 20 yds. apart, A.,

B., and C. drive and chip the ball to each other. They must move quickly to the oncoming ball, control it quickly, and pass it quickly. The emphasis is on speed of ball control.

### **Control under Crowded Conditions**

39. As for (38) only groups of three intermingle so that each player has to control ball in such a way as to help him make the next pass through a crowd of players.

### **Conditioned 5-a-side**

40. *a.* On receiving a pass, each player must first control the ball with one contact before passing to a colleague.

*b.* Players aim to keep the ball off the ground with ball control and side-of-foot volleying.

### **Functional Practices**

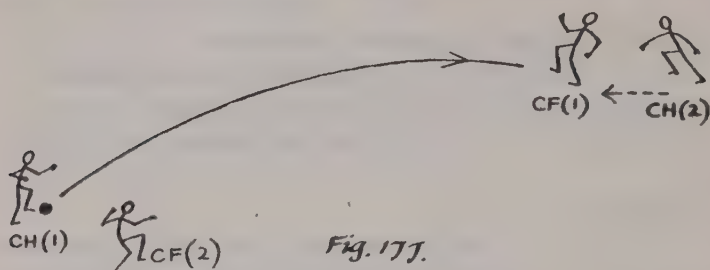
41. Two goalkeepers, one in each penalty-area; centre-forward, outside-right, and outside-left, are positioned near halfway-line. Each forward has a ball and kicks it to a goalkeeper who fields and returns it with a high volley clearance or long throw. Forwards run to control the ball and then run with it to drive it quickly to the other goalkeeper.

42. Wing-half throws-in to inside-forward who practises volley-pass or feint-turn to take ball in the opposite direction to the throw, or who turns and runs to control the ball from a long throw.

43. Wing-halves practise long cross-field drives to the opposite wingmen who control the ball with one contact and then pass backward to their own wing-half.

44. *a.* Centre-half (1) sends long clearance to centre-

forward (1) who practises chest control with a quick turn to deceive the opposing centre-half (2) who is coming in from behind. Centre-half (2) then sends a lobbing clearance to the centre-forward (2) (fig. 177).



*b.* As in (*a.*) only the centre-forward uses any method of control and body feinting. The centre-half varies his approach, sometimes crowding the centre-forward from behind, sometimes giving him space. The centre-forward must react to these conditions.

45. As in 44 *a.* only inside-forwards work against wing-halves.

46. *a.* Centre-forward deals with a high centre by means of quick control and then a shot. Later he practises this against an opponent.

*b.* Inside-forward receives a fast setting-up pass which he controls whilst turning and then shoots.

*c.* Wingman collects the ball from a long through-pass while running at speed, and then shoots.



# 13

## Goalkeeping

AS THE NEEDS of the goalkeeper are different from those of other players, his training and practice in skills can be carried-out separately from the main group, except when they are trying out defensive themes and tactics.

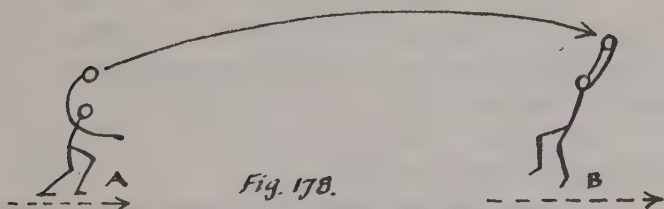
### *Running*

#### **Running Forward and Catching**

1. A. and B. run round field. A. throws the ball high to B. who practises single-footed take-offs and catching at full stretch. Repeat, varying distance of throw between 10 and 25 yds.

#### **Running Backwards and Catching**

2. B. runs ahead of A. A. throws the ball high to B.



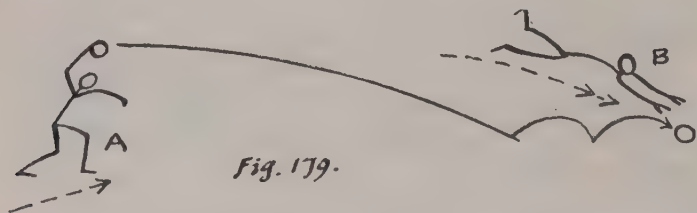
who runs backwards and practises high leaps to catch the ball above his head. Repeat continuously, each goal-keeper to have 5 or 6 catches whilst running about 50-60 yds. (fig. 178).

### Running and Handling

3. A. and B. run round field, throwing the ball to each other and varying the type of service—bouncing, rolling, etc. Both players try to catch or field the ball whilst running at reasonable speed.

### Diving

4. A. and B. run round field. A. throws the ball ahead of B., who must run and dive on it to gather it under his body. Then B. gets up and throws ahead for A. to repeat the practice. The diving must be of a determined nature (fig. 179).



### Jumping and Rolling

5. A. and B. stand facing each other. A. throws the ball high to B. who jumps to catch and, on landing, rolls forward or sideways on the ground, getting to his feet to throw the ball back to A.

### Running to Field the Ball

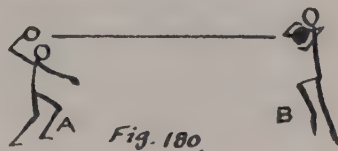
6. A. kicks the ball ahead of B. who runs to gather

it as quickly as he can. He turns and kicks to A. who also runs forward to field it. Repeat.

### *Throwing*

#### **Single Arm, Basket-ball Throw**

7. In pairs, 10 yds. apart. Throwing with the arm bent, basket-ball fashion, using as much power as possible. In-



crease spacing gradually until distance is beyond power of throw (fig. 180).

#### **Throwing, Catching, Bouncing**

8. In pairs, 10 yds. apart. A. throws to B. who catches and bounces the ball to exchange places with A., the latter pretending to be an onrushing forward seeking to charge. Repeat.

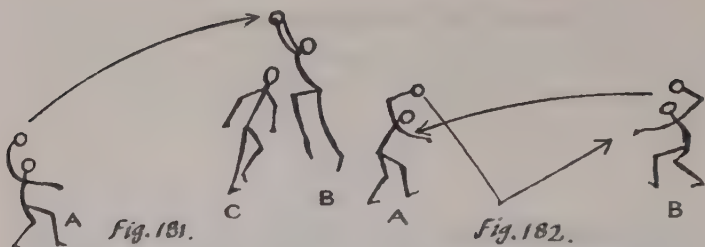
#### **Long Throw**

9. In pairs. A. kicks a high ball to B. who catches, bounces and returns it with a long, slinging throw, using a straight arm.

#### **Fast Catching**

10. In pairs, with two balls. A. throws to B., at the same time as B. throws to A. They stand close together and throw hard to test their ability to handle the ball cleanly:

11. In pairs, with two balls. A. throws to B. at



head-height, and B. throws to A. with a single bounce. Both players throw as hard as possible (fig. 182).

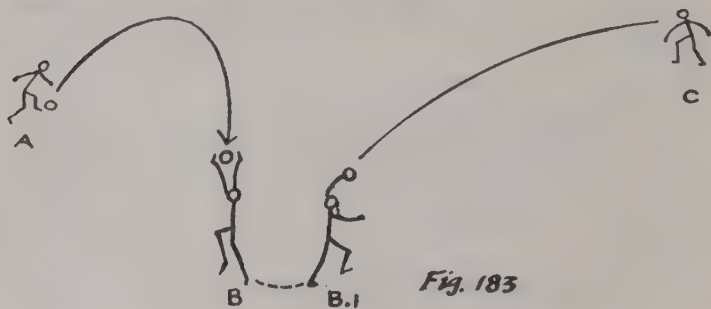
12. In pairs, 3 yds. apart. Two-handed, basket-ball throws to test each other in quick catching at head-height.

### Turning Back and Dodging

13. In threes. A. throws to B. whilst C. rushes in to charge B. B. catches the ball and turns round shielding it from C. He then bounces the ball and swings from side to side to evade C. and then throw back to A. (fig. 181).

### Pressure Practice for Catching

14. In threes. A. and B., each with a ball, throw alternately at C. who catches and returns each ball. C. is put under increasing pressure, the ball being thrown high, low, and to the side to test his agility.



### **Fielding and a Quick Throw to a Forward**

15. In threes. A. kicks a high ball to B. who fields and quickly throws to C. Repeat from C. Both A. and C. alter positions to test the accuracy of B.'s throw (fig. 183).

### **Improving Length of Throw**

16. In pairs. A. runs to the penalty-area line and makes a throw, measuring its distance roughly by the centre-circle marking. B. fields the ball and repeats from the centre-circle, measuring his throw by markings near the goal.

### **Strengthening Arms and Trunk**

17. In pairs. Using both arms, throw a medicine-ball from over the head from lying and standing positions.

## *Kicking*

### **Volley and Half-volley**

18. In pairs. From the penalty-area A. kicks to B. who positions himself as a forward. B. runs forward and kicks back to A. who fields and repeats practice. Test judgment of distance.

### **Catching and Kicking to Opposite Wing**

19. In threes. From the wing A. centres the ball by a volley kick to enable B. to catch or field it, and kick to C. positioned on the opposite wing—or in the centre. C. repeats the kick to B., who fields and kicks to A. again, testing his accuracy in placing the kick. A. and C. adjust positions to those normally assumed by forwards.

### **Pressure Practice for Clearance Kicking**

20. In threes, with two footballs. A. is put under pressure in fielding and clearance kicking by B. and C., both of whom kick alternately towards him.

### *Saving*

### **Pressure Practice**

21. On soft ground or mattress indoors. A. stands in goal without a net, or between two sticks; B. stands in front and C. behind the goal, each with a ball. B. throws and A. makes a save and returns the ball, then turns to face C. A. is kept under pressure making saves.

### **Pressure Practice with Two Balls**

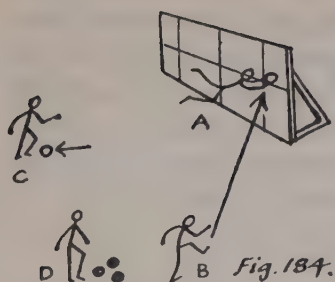
22. As in (21) only both B. and C. stand in front of A. (5 yds. away), and throw alternately to keep him leaping, diving, catching, and returning the ball. A fourth player, D., fields if it goes past A.

### **Saving Close-range Shots**

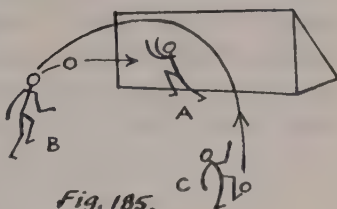
23. As in (22) only B. and C., about 5 yds. apart and 5 yds. from A., drive, chip, and push-pass the ball to test A.'s reactions in making rapid saves. D. fields behind.

### **Shooting-Board Drill**

24. As in (23) only A. performs in front of a wall or shooting-board. B. and C. keep up the pressure of service. D. stands behind B. and C., fielding stray balls and feeding a third ball to B. or C. as required to maintain the rapid sequence (fig. 184).



*Fig. 184.*



*Fig. 185.*

### Deflected Shots

25. As in (23) or (24) but C. throws to B. standing about 2 to 3 yds. from A. B. deflects the ball with his foot, head, or hand to test A.'s quickness of reaction (fig. 185).

### Turning Ball Over Bar

26. B. and C. stand on either side of the goal near the goal-line, about 6 to 12 yds. from each post. Each has a ball and serves by throwing high and low to test A.'s ability in catching and turning ball over the bar. As A. saves from B., C. prepares to throw so that A. has to run rapidly across the front of the goal. D. acts as a fielder behind goal and keeps B. and C. supplied.

### Multiple Shots

27. Using several small balls or rubber rings, A. is put under pressure to make a series of rapid saves against a fast sequence of service.

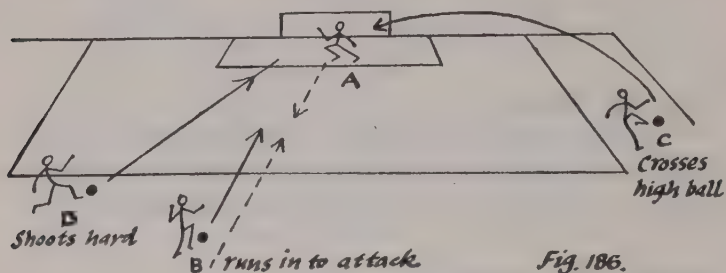
### Diving, High Catching, and Fast Sequence Saving Shots

28. A. stands in goal and prepares to deal with three different forms of attack, one after the other, from B., C., and D. B. runs in from outside the area so that A. must



## TRAINING FOR SOCCER

run out to smother the ball at B.'s feet or prevent a flick over his head. C. then puts over a high centre from the opposite wing which A. must field with a high catch and return. D. then shoots at goal from 18 yds. The sequence of attacks is repeated from slightly different angles and with different methods and speeds (fig. 186).



### *Understanding with Other Defenders*

The goalkeeper must have special practice with other defenders in order to arrive at an understanding of responsibilities in given situations. Here are some examples:

#### **Corner-kicks**

29. Typical corner-kicks are rehearsed. The goalkeeper should learn how to go out to collect the high ball when he knows his goal is protected by the full-backs. He should be able to deal with an in-swinging corner-kick. His starting position is usually near to the far post, and he then moves according to the way in which the corner is taken.

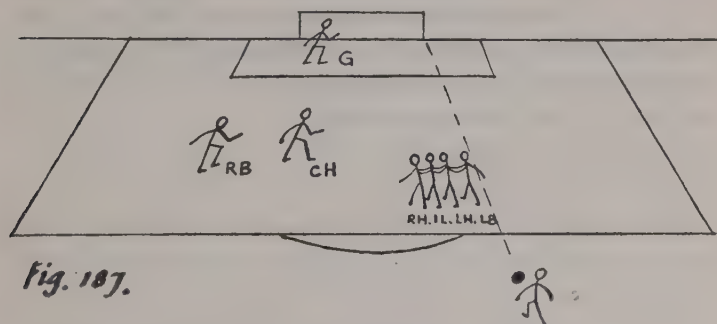
#### **Goal-kicks**

30. In addition to the orthodox clearance upfield,

direct from a stationary ball in the goal-area, the goalkeeper should practice short goal-kicks to full-backs at the edge of the penalty-area; the latter then plays it back for the goalkeeper to pick-up and carry to the forward edge of the area for a long volley-kick. When an opposing centre-forward tackles the full-back, the goalkeeper kicks forward to the centre-half who plays the ball back to him.

### Defensive Walls Against Free-kicks

31. The goalkeeper first decides whether he needs a wall, and then quickly sets the full-back on the side nearest the position of the free-kick to cover the near post. Other defenders (usually two wing-halves and an inside-forward) make up a four-man block. The goalkeeper himself watches from the far side of the goal ready to move to catch a high lob. It is useful to stop a practice game for imaginary infringements around the penalty-area so as to test the quickness with which the team takes up defensive cover against the free-kick (fig. 187).



### Moving-out of Goal to Intercept a Pass

32. Waves of forwards attack against a defence of five defenders and the goalkeeper. Each forward line tries to make a through-pass into the penalty-area. The

goalkeeper tries to judge when to run out of goal to intercept these passes.

### **Functional Practices**

33. A goalkeeper should ask for assistance from his colleagues to provide him with practice in dealing with realistic situations, especially those in which he is aware of his own weaknesses:

*a.* The goalkeeper has to face an onrushing outside-right. He must cover the near post against a shot, watch out for the chip over his head to the far post, and be alert for the slightly angled centre to another player. Only by practice will the goalkeeper train himself to read the situation correctly and to react in a split-second to leap to the ball.

*b.* A high cross is put over the goal from either wing. The goalkeeper must judge whether to go out to catch above the heads of attacking forwards, or to leave the centre-half or the full-backs to deal with the situation.

*c.* The goalkeeper comes out of goal on a pass-back from the centre-half or a full-back. He must judge his movement and the direction of his run to help the defender in the best way possible.

## Functional Training

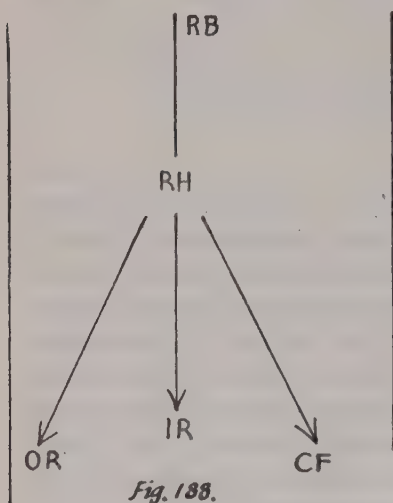
THERE ARE PHASES OF PLAY and certain uses of skill which are particular to each team position. When a player has become reasonably proficient in basic skills it is therefore sensible to let him practise these skills in typical situations related to his position. This is called functional training. This is designed to help and accustom the player to adjusting his performance to what is actually happening at the moment; he learns to look ahead, to assess what is possible, and to adjust his movements accordingly.

By helping each other in functional practices players also achieve a better understanding of their colleagues' as well as their own capabilities and limitations; in consequence it generates a new sense of team-work.

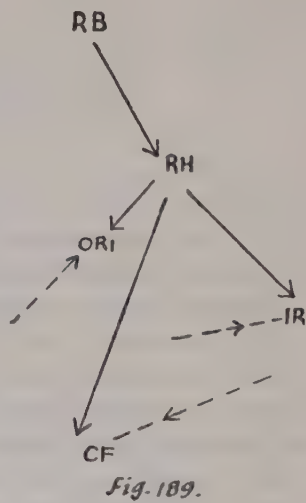
A wing-half receives a ball from one of his own defenders, controls it quickly and makes a turn: then, having sized up the situation in front of him, he tries to make a good pass to one of his forwards. This ability to read the situation quickly and to pass accurately can be developed by training. Basic skills can be gradually made to serve a particular function, as these examples show:

1. The right-half receives various types of ball from a player nearer to his own goal than himself. He controls it, preferably making a turn as he does so, and then sends

a pass of his own choosing to the outside-right, inside-right or centre-forward. The ball is returned to the server who, as soon as the right-half is ready, serves a second ball (fig. 188).



*Fig. 188.*

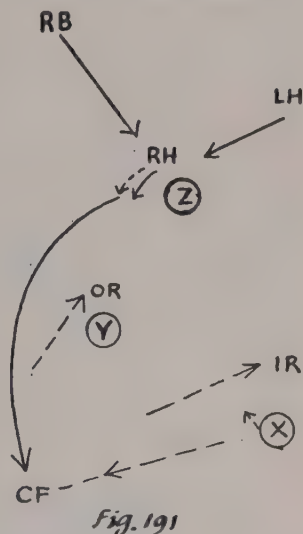
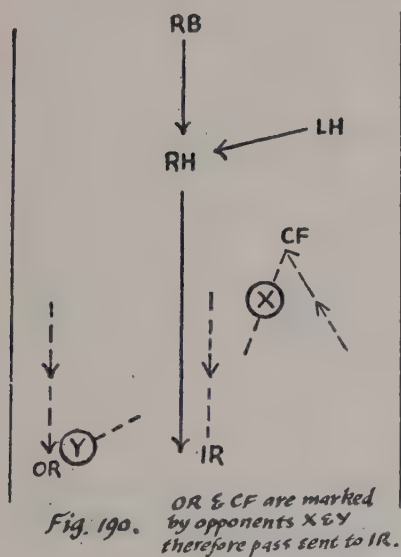


*Fig. 189.*

2. The same practice is repeated, this time the right-half must pass the ball to outside-right, inside-right, and centre-forward in turn. As it is served to the right-half, so the forwards run into new positions. The pass from the right-half must be of a type to fit the situation; for example, if the outside-right is running towards him, the right-half must roll his pass; if the inside-right is running through in attack, the pass must have the right speed to join the inside-right in his run, and so on. The right-half should be encouraged to take an early look over his shoulder at the forwards' situation and should waste no time in making his pass (fig. 189).

3. In this next practice two servers are needed: a

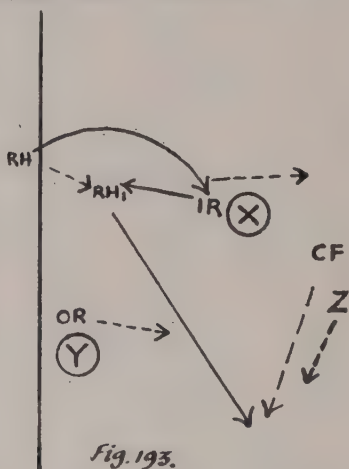
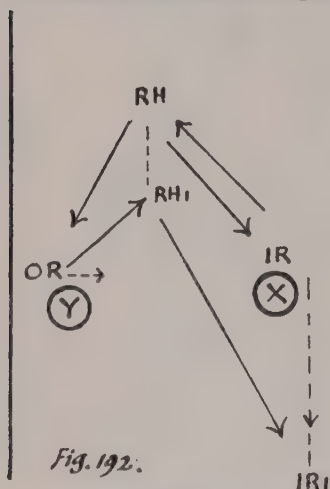
full-back and the left-half. Each has a ball and serves in turn to the right-half. Two opponents take up positions close to any two of the three forwards so that one forward is left clearly unmarked. It is the task of the wing-half to spot this unmarked player quickly and to send him a good pass. Each time the right-half turns to receive another ball the forwards make a change of position (fig. 190).



4. As in (3), only the right-half is now marked by an opponent who sometimes comes in close to tackle for the ball and sometimes tries to intercept the forward pass from a few yards distance. If he is in difficulty, the right-half can use a return pass to the left-half or left-back, but he should preferably try to screen the ball, quickly evade his opponent, and make his pass to the unmarked forward. The right-half should chip the ball, when required, to drop into the line of run of the advancing forward (fig. 191).

## TRAINING FOR SOCCER

5. The right-half practises approach play with two players, the outside-right and inside-right, both of whom are marked by opponents. He makes a setting-up pass and receives the return, watching all the time for the moment when either the outside-right or inside-right escapes from being marked to run to a through position. The right-half then makes his forward pass (fig. 192).



6. The right-half takes a throw-in, and the ball is played back to him by the outside-right or inside-right, both of whom, together with the centre-forward, are closely marked. These three run to find space and the right-half plays the ball to the one who looks to be in the best position to start an attack. All four continue the attack towards goal in a realistic way, but every time the ball is intercepted, the right-half takes a new throw-in. Each movement is analysed in detail, and its elements, such as the final through-pass, should be rehearsed slowly so as to assess when and how to make the pass, etc., etc. (fig. 193).



## SKILL PRACTICES

7. The right-half operates in the midfield between two forward lines, each attacking a goal and working in a separate half of the field. The ball is kicked from goal to the right-half who has to evade an opponent and turn to link up in attack with the forward line. If the ball is intercepted by the defenders it is again fed to the right-half who turns to attack the other goal, in conjunction with the other forward line. The right-half is kept continually on the chase yet he should contrive to spot the best opening and pass accurately to the forwards (fig. 194).

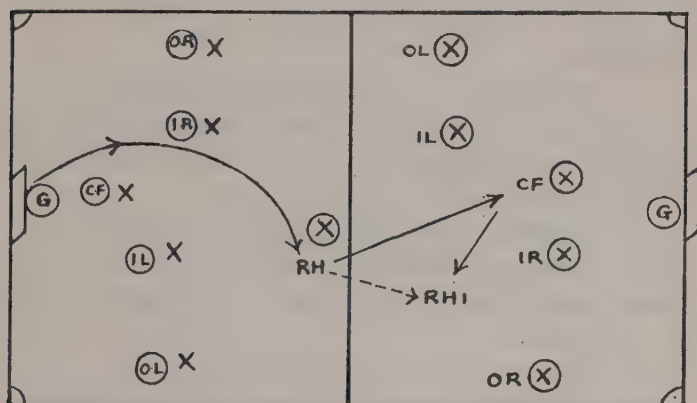


Fig. 194.

Here is a selected list of functional themes. Relevant practices are given in other sections of the book:

### Goalkeeper

1. Dealing with an onrushing player who has the ball at his feet.
2. Assessing when to catch a high ball crossed from the wing.
3. Feeding forwards by throwing and kicking.

4. Evading an opponent; throwing to one's own defenders.

5. Methods of taking goal-kicks and evading harassing challenges from opposing forwards.

6. Positioning when an attacker approaches goal-line near goal.

7. Reacting to a succession of shots and deflections.

8. Dealing with high centres against an onrush of opponents.

9. Judging when to come out of goal to pickup a through-pass.

### **Full-back**

1. Ball control after chasing an overhead kick.

2. Chasing back after a through-ball; playing back to the goalkeeper when harassed by wingman; and taking up position for the return pass.

3. Interception of a cross-field pass to the wingman.

4. Balancing the defence; moving up to wingman; moving back to provide cover against a through-ball past the centre-half.

5. Dealing with high cross near goal.

6. Defending on the goal-line when the goalkeeper is out of goal.

7. Dealing with a two-against-one situation.

8. Volley clearances upfield; volley pass to one's own wing.

9. Attacking play with wingmen and half-backs.

10. Throw-ins; taking the throw; defending against them.

11. Attacking at corner-kicks; defending against them.

12. Low drives to forwards.

## SKILL PRACTICES

13. Placing free-kicks.
14. Recovering and tackling again.

### Centre-half

1. Heading from the goalkeeper's clearances.
2. Heading interception after corner-kicks and high centres from the wings.
3. Ball control to deal with the high ball; followed by a clearance kick or a pass.
4. Passing situations: to the goalkeeper, to full-back, to the wing-half, etc.
5. Recovering after a break-through by any forward.
6. Judging off-side.
7. Interception of both setting-up and through-passes.
8. Chasing, followed by tackles.
9. Wing clearance-kicks; volleys in desperate situations.
10. Accurate use of long, low drives to the centre-forward and wingmen.

### Wing-half

1. Playing behind an inside-forward and wingman, including setting-up and through-passes.
2. Working away from the touchline, to play a chip pass to the wingman.
3. Dealing with two-against-one situations; cover against wall-passes.
4. Changing from support for attacking forwards to defensive marking of the opposing inside-forward.
5. Positioning and breaking-through for a shot at goal.

6. Throw-ins and corner-kicks—both in attack and defence.

7. Linking with the other half-back in the first stages of an attack.

8. Quick service for the forwards; crossfield passing.

9. Defensive heading near goal.

10. Ball control in tight situations.

11. Short push-passing; wall-passing with a full-back, inside-forward, or wingman.

12. Running from-the-side tackle against inside-forward or wingman.

### **Wing-forward**

1. Dribbling approaches to beat an opposing full-back.

2. Wall-passing and through-passing with an inside-forward.

3. Fast run and centre from the wing.

4. Moving inside away from touchline.

5. Making for the goal-line and a low centre.

6. Lobbed centres and fast centres from various positions outside the penalty-area.

7. Volley shooting and heading from centres from the other wing.

8. Running in to goal to shoot past the goalkeeper.

9. Tackling an opponent a second time.

10. Throw-ins and corner-kicks.

11. Ball control from all types of service to be expected in a game.

### **Inside-forward**

1. Receiving the ball from one's own defence or goalkeeper's throw, and then making a forward pass.

## SKILL PRACTICES

2. Ball control and screening in a confined space.
3. Interpassing moves with other forwards.
4. Continuous running and checking to escape from marking by an opponent in order to receive pass.
5. Shooting situations.
6. Running on an opponent's blind side to receive pass. Making a pass to a third player running on opponent's blind side.
7. Throw-ins; corner-kicks; free-kicks.
8. Tackling for the ball; chasing back.

### **Centre-forward**

1. Shooting and heading situations near goal; half-chances when under careful marking by an opponent.
2. Attacking moves with inside-forwards; three-against-two situations.
3. Moving to a wing position to receive a pass.
4. Ball control when marked by opponent.
5. Dealing with high clearances.
6. Setting-up play to create space for other forwards.
7. Countering an off-side plan.

Some functional practices help also in developing fitness, but it is also necessary to devise a number of fitness training exercises specifically related to the player's function. The following activities will serve to illustrate this type of treatment. Other exercises can be taken from those previously listed.

### **Goalkeeper**

1. Running in a large circle, throwing the ball high and leaping to catch it, followed by a dive-forward roll.

2. Running, roll the ball forwards and then dive on it. Repeat.

3. Pressure training: catching a centre, followed by a run to gather a through-pass—repeat continuously.

4. Goalkeeper kicks a tethered ball and catches the rebound—repeat continuously for 5–10 minutes.

## Defenders

1. Run backwards for 10 yds., then pivot round and spring forward.

2. Run forward for 10 yds., then pivot round and run backwards as fast as possible.

3. Pressure training: continuous tackling, with the performer standing in the middle of four players, each with a ball. They approach him in turn and he tackles for the ball.

4. Pressure training: continuous heading whilst running backwards.

5. Pressure training: continuous driving at a target-board.

6. Pressure training: continuous long clearing or volleying. Three players, each with a ball, serve to the performer who volleys or lobs the ball back.

7. In pairs, A. throws-in to B. who heads the ball back—repeat continuously.

## Forwards

1. Run at speed with the ball and stop on a given line. Go back to starting-point, then make a quick turn and repeat sprint.

2. Sitting, ball-juggling with the feet.

3. In pairs with A. in front of B. B. passes to A. and

then runs ahead for the return pass; B. then passes back to A. Repeat continuously.

4. In pairs with a tethered ball or shooting-board: continuous driving, kicking with alternate feet.

5. Pressure training: diving to head the ball. A. serves to B. who dives to head into goal. B. then gets to his feet and turns to receive another service from C. B. runs and dives to head the ball to stride the ground in penalty-arc—repeat.

6. Pressure training: servers supply a continuous stream of passes to the performer who controls each ball, turns around, and then passes to one of four players positioned upfield.

7. Two-against-one. Two players interpass, trying to use the wall-pass as often as possible. The performer tries to intercept the ball and to prevent the wall-pass from taking place. The activity is kept going for one minute, when after a minute's rest it is restarted, and so on until the performers become exhausted.





PART THREE

COACHING IN THE GAME



## 15

### Conditioned Games and Practices

A GAME OR PRACTICE can be conditioned in order to emphasise the use of a particular skill or a phase of play. In this way players are given the opportunity of concentrating upon their use when they are exposed to the environment and pressures of serious play. Similarly, aspects of play which are insufficiently developed can be worked at repeatedly until the players gain confidence in performing them. After a game has been regulated in this way for a short session the normal game should be resumed with the players still making special efforts to use the particular skill of phase of play when the situation calls for it. It is not necessary to impose a penalty for an infringement of the special rule, but the coach should urge the players to comply with it strictly. The following are some examples of conditions of play which can be applied either to full practice games or five-a-sides:

1. Use the left foot only in playing the ball: later change to using the right foot only. This ensures that the leg which is often neglected gets some practice.
2. Keep the ball below knee-height.
3. Use a chip, or lob, or side-footed volley each time the ball is kicked. Heading is barred.
4. As in (3) only with heading.

## TRAINING FOR SOCCER

5. All ball control to be of the speed-reducing kind.
6. Use short passes only—no pass to be over 10 yds.
7. Use long passing only—all passes to be over 20 yds.
8. Use inner side of the foot only when making a pass.

9. Use forward passes as much as possible.

10. Control the ball each time before passing—with one touch only. 'Control—pass': 'control—pass'. This gives confidence in one's ability to control the ball even when closely marked, and also gives time for colleagues to run into free spaces to receive the pass.

11. Sell the dummy each time before passing.

12. On receiving a pass from one flank, pivot to make a pass to other flank. This encourages players to think about possible openings behind them.

13. Dribble past another player before passing.

14. Use setting-up passes, followed by a through-pass as often as possible. Players to aim at running into through positions.

15. Play 'one-two' football—the ball is touched once or twice but not more by each player. This helps players to think ahead in their use of the ball.

16. Emphasis on functional skills. The condition is imposed to make the player concentrate on using a particular skill for a short time:

- a.* Goalkeeper to throw the ball in all clearances.
- b.* Wingmen to centre on the run each time they attack down the wing.
- c.* Wing-halves to use a crossfield pass as often as possible.
- d.* Inside-forwards to switch positions repeatedly.

## COACHING IN THE GAME

*e.* Centre-forward to move out to the wings ahead of the wingmen, whenever the situation calls for such a move.

*f.* Full-backs to play short balls to their own wingman, or long balls over the opposing full-back's head for the wingman to run into.

*g.* Centre-half to feed the centre-forward with lobs or drives.

*h.* The whole team to give as much service as possible to a particular player, e.g. the centre-forward.

Sometimes it is useful to arrange for both teams to concentrate on a tactical measure unknown to the other, and to see if each team can discover what the plan is and produce an effective counter-plan. Here are some examples:

17. An off-side trap is sprung by the defence to see if the opposing attack can adapt its tactics to defeat it.

18. The defence retreats until near its own penalty-area.

19. Players to 'zone' on the ball and use short passes and dribble.

20. Attacks down one flank only, to test a variety of approaches; attack on that wing to test the opposing defence.

21. Try to make a number of consecutive passes, e.g. as many as three, and avoid the need for dribbling.

22. Play close man-to-man marking so that each player has to challenge an opponent for possession with hard tackling.

23. Try out various formations of attack:

*a.* 'W' formation with wingmen and centre-forward prepared to attack with speed.

*b.* Echelon using one wingman with his inside-

forward as the main attacking force with the other wing trailing behind to provide service.

*c.* Roving centre-forward.

*d.* Four attacking forwards.

*e.* Spearhead of three inside-forwards with wingmen playing deep.

*f.* Fast interchange of position among all forwards.

24. Forwards change positions 'in-and-out' of an advanced line of attack. When a half-back gets the ball and prepares to pass, those forwards in advance of the line (e.g. centre-forward and wingmen) run back and those behind it (e.g. inside men) run forward. The ball is then passed and the forwards again change positions 'in-and-out' of advanced line of attack. The movements need not be confined to a shuttling forward and backward; players can move obliquely to take up new positions. The main point is that players should learn to run back for a setting-up pass and forward for a through-pass, making it difficult for defenders to keep track of their movements.

25. Play to make an all-out attack at speed wherever 'three-against-two' and 'two-against-one' situations occur.

26. Test the defence against onrushing tactics. Everyone kicks high balls into the penalty-area and forwards rush to get possession and force the ball at goal.

27. Keep at least 10 yds. away from your colleagues. This helps younger players to think in terms of finding space.

28. Full-backs to balance on the centre-half without moving more than 15 yds. away from him. This gives the full-backs confidence to allow wingman possession and to work as a team of defensive formation capable of stemming attacks at the vital moments.



29. Attacking players must shoot when near or in the penalty-area; defenders must clear their lines.

30. Wing-halves to leave the field so that five forwards oppose three backs and goalkeeper in each half of the field. Players are not allowed to cross the halfway-line, the defenders having to reach their forwards by clearing the ball into the other half. The attackers outnumber the opposing defenders and try to produce a shot at goal with each attacking movement.

31. A team plays without opposition except for a goalkeeper. The ball is started by the team's own goalkeeper throwing or kicking to a player. Each pass and movement is carried out at speed, the aim being to pass accurately and to position on the player receiving the ball. Each time a pass is made, the players readjust their positions. A shot should round-off each phase. Play is restarted at once in the same way with a second ball, and players must run back quickly to take up their positions.

32. Two teams can carry out play as in (30) on the same field. Each team ignores the other, but naturally the players in the other team amount to obstacles to be by-passed in the approach to goal.

33. As in (32) only, whenever possible, defenders intercept the ball in the approach work of the other team but without tackling for the ball.

34. A team of ten players attacks five defenders and a goalkeeper who are confined to the penalty-area. Defenders clear the ball, if possible, over the halfway-line.

35. A full team plays against a depleted team of ten, or nine, or eight men. The team with the advantage should aim to exploit it, while the handicapped team should aim to deploy its forces to counteract their weakness.

36. A game with two defences (each of six players) and one forward line (five players). The forward line attacks one way assisted by the half-backs belonging to the defence behind it. If the approach breaks down and the opposing defence takes possession, then the forwards turn round and attack against the other defence. Thus the forward line is kept continually on the turn and the wingmen practice one way as an outside-left, and the other way as an outside-right.

37. One set of forwards, supported by two half-backs, plays against a defence. The defenders try to take possession and make a pass to a 'target man' on the half-way-line. He restarts the activity by passing to either wing-half.

38. Two sets of forwards, each with one half-back in support, attack in waves against a defence of six players. As the attack of the first forward line breaks down, the defence regroup and advances to meet the next forward line. Each forward line starts its attacking approach from the half-way-line and, when possession is lost, they reform as quickly as possible without interfering with the next attacking wave.

## 16

### Restarts

BECAUSE OF THE relatively fixed positioning of the

players before a restart, whether by kick or a throw, it is easier to analyse than is a normal, fluid phase of play:

### *Throwing-in*

1. General practice in throwing-in by correct methods—positioning of feet, development of long throw, aiming at targets (see fitness training practices). Throwing-in is not solely for the wing-half; inside-forwards, wingmen, centre-forward, and full-backs should all practise it so that the best and quickest use may be made of a tactical situation.

### **Judging the Throw**

2. Throwing-in practice in pairs. A. judges the throw so that it is well pitched to B. who is

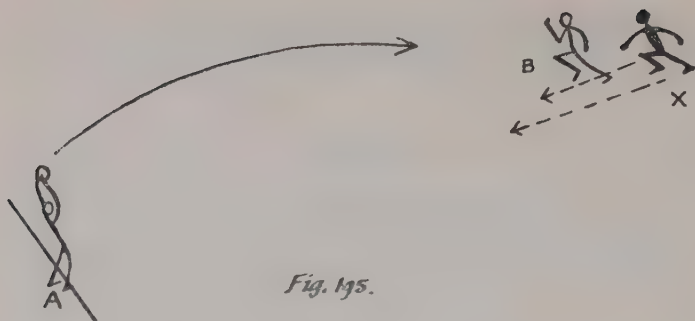
*a.* running towards A. to play the ball before it reaches the ground, either with a side-footed volley or a header;

*b.* running away into a new position—the ball should fall directly in his path;

*c.* standing a long distance away—but not beyond range of A.'s throw.

### **Timing the Throw**

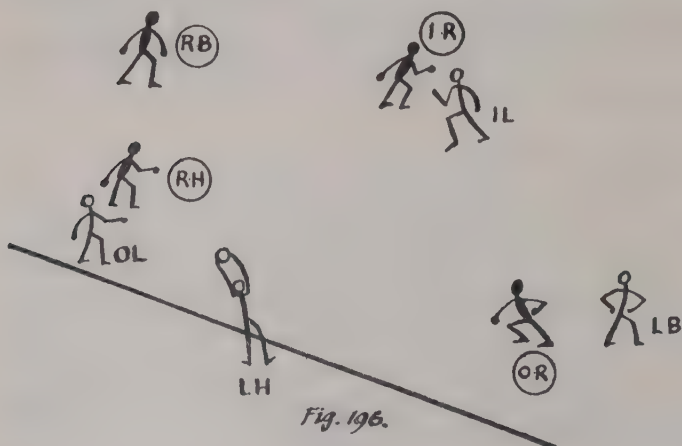
3. Throwing practice in threes. A. throws to B. who is marked by opponent X. B. does not run until A. is ready to throw, with the ball held behind his head. B. then makes a decisive run forward towards A. who times his throw so that he can easily play the ball back. B. also tries a preliminary feint and then runs into a new position. A. watches and throws the ball to give B. the maximum advantage of his movement (fig. 195).



*Fig. 195.*

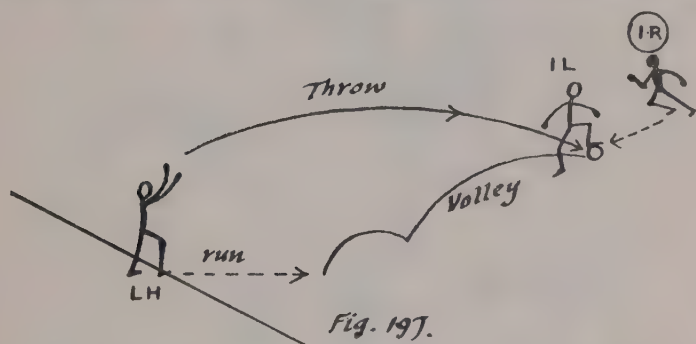
### Basic Throw-in

4. When the wing-half takes the throw, the usual positioning of players is as follows: left-half with the ball; outside-left marked by right-half with the right-back standing back to cover any break-through; inside-left is marked by opposing inside-right; left-back is marked by the outside-right (fig. 196). From this situation only two opponents, the inside-right and outside-right, are marking three players—the left-half, inside-left and left-back. This



*Fig. 196.*

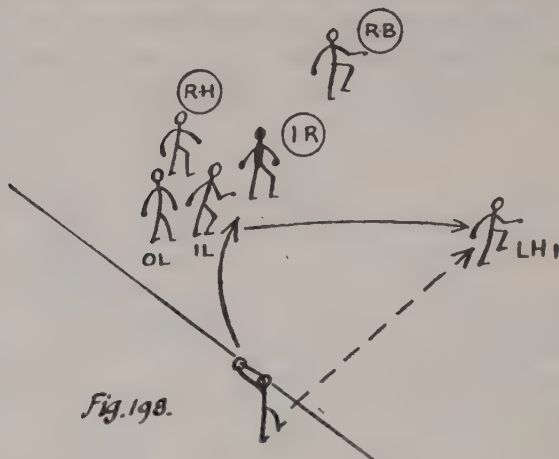
gives the side taking the throw an immediate advantage which can be explained as follows: the left-half is unmarked and so the inside-left therefore stands well away from him so that he can play the ball directly back to him. He runs in to use his left foot to volley the ball to the left-half (fig. 197). If the inside-right races to intercept this



the left-half will throw the ball over the head so that his inside-left can turn and chase away with the ball. If the outside-right rushes in to intercept the ball as it is played back to the left-half, then the inside-left, seeing this, volleys the ball with the side of his left foot to the left-back. If the outside-right stands too close to mark the left-half, the latter throws the ball immediately to the left-back. This throwing-in drill needs rehearsing time and again as a basic practice.

5. Several basic variations in the initial positions of the outside-left and inside-left can be tried. Outside-left and inside-left stand shoulder-to-shoulder near the touch-line upfield. When the ball is thrown it can be played back to the left-half, who can move infield or, if he is marked by the outside-right, then to the left-back. On the other hand, the outside-left can run across inside-left,

back to a square position, to receive the ball from the left-half (fig. 198).



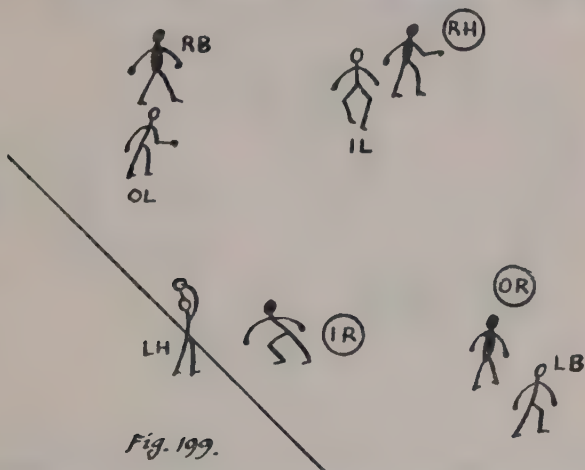
6. The outside-left stands away from the touchline. The inside-left stands deep or further back than the left-half. The ball can be thrown to the outside-left as he runs towards the touchline, or the outside-left can run back and the inside-left run ahead to collect the throw.

7. Both the outside-left and inside-left stand well infield. The ball is played back to the left-half who advances up the touchline.

8. One can take further advantage from the basic system of marking at the throw-in if the left-back takes the throw instead of the left-half. In this case the outside-left and inside-left take-up positions closer to the thrower, leaving an open space for the left-half, to whom the ball is thrown direct so that he may start up an immediate attack.

**Man-to-Man Defence at the Throw-in**

9. In this tactical plan, each defender takes cover on his usual opponent, i.e. the left-half is marked by the inside-right; the outside-left by the right-back; inside-left by right-half; left-back by outside-right (fig. 199).



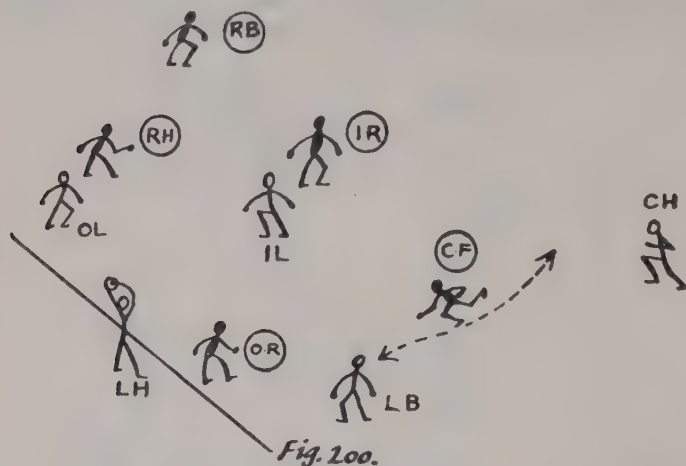
*Fig. 199.*

Thus every man is defended, and no matter who takes the throw, each player is covered. This saves the energy of the inside-forward and wing-half who have no longer to mark different opponents whenever a throw-in is taken. Sometimes the original covering positions are taken-up by the defence, i.e. the right-half marks the outside-left with the right-back covering behind; then as the throw is about to be taken the right-half moves forward to cut off any return-pass to the left-half, and the right-back advances to cover the outside-left.

10. It is possible to affect man-to-man cover on an opponent near to the throw-in and at the same time have the full-back spare as an extra cover for the defence. The



outside-right marks the left-half whilst the centre-forward moves near to the left-back to intercept any throw made to him directly (fig. 200). To be really useful this shifting of cover needs constant practice.

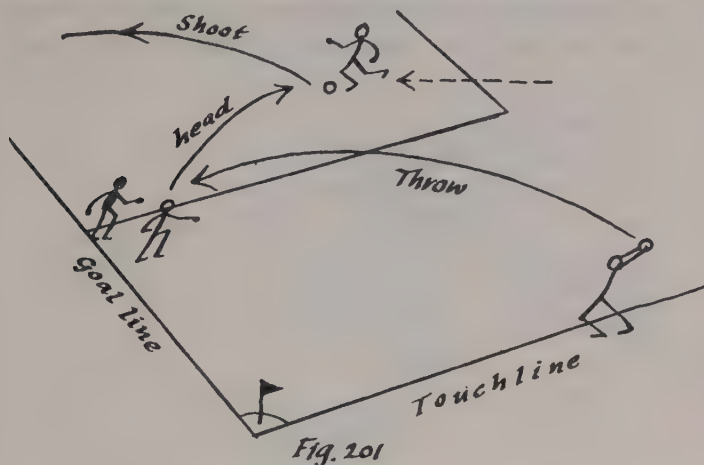


11. When the ball goes out of play over the touch-line, the player nearest to it can take the throw, especially if a quick throw can give an immediate advantage. This should be rehearsed in practice games. It is certainly not essential that a wing-half should always take the throw-in. Indeed, near the corners of the field, either in attack or defence, it is better for him to be positioned in midfield than be isolated in the corner.

## Position of the Throw-in on the Touchline

12. If the throw-in is near to the thrower's own goal, he can sometimes throw the ball to his goalkeeper with advantage. A throw to the full-back can often be turned into a volley clearance.

13. When the throw-in is near the opponent's goal-line, a long throw can sometimes start an immediate attack on goal; a throw can also be made to an attacker standing on the goal-line (fig. 201).



14. Tactical plans can be made around the special abilities of players to make a quick breakaway, to control the ball and dribble, to feint, and to head the ball. It is wise to practise any particular move carefully, bearing in mind the possible reaction of defenders.

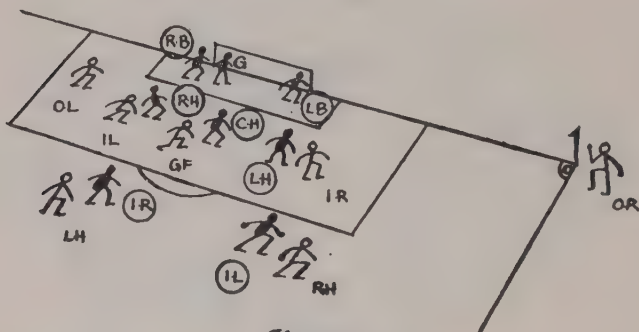
### *Corner-kicks*

It is rare that a corner-kick can be taken as quickly as a throw-in, but there is some advantage to be gained from the 10 yds. rule when the kick will be played 'short'.

### **Orthodox Corner-kick**

15. Defenders usually set themselves strongly to

protect the goal against the corner-kick. The goalkeeper is keyed-up ready to move to a high centre and the full-backs to defend the goal-line with him. Every other man in the attack is subjected to man-to-man marking except the opposite wingman, but in any case it is difficult to send the ball to him direct from the corner-kick (fig. 202).

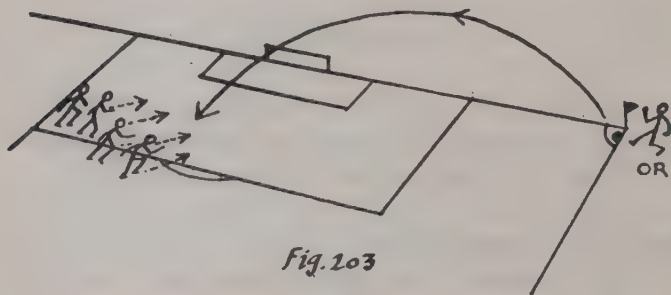


*Fig. 202.*

Defences should rehearse against all normal types of kick, inswingers, and outswingers, and make maximum use of the goalkeeper's leap and reach in catching the high ball.

## Echelon Attack

16. It is a reasonable tactic for the forwards to

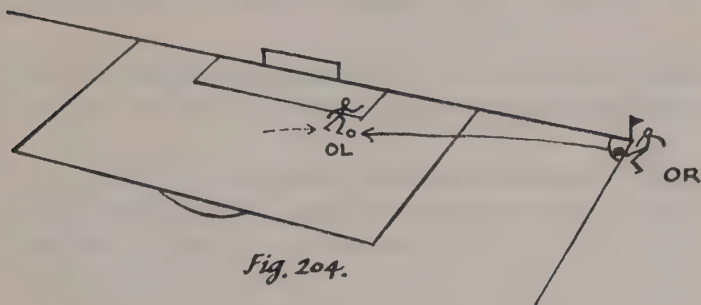


*Fig. 203*

position themselves for a concerted movement on goal. They stand almost shoulder-to-shoulder near the edge of the penalty-area and run in together to leap at the ball dropping just around the penalty-spot (fig. 203).

### Deflection of a Fast Drive

17. The opposite wingman can run through the defensive set-up to make contact with a fast low-drive either to flick it at goal or deflect it to the wing-half who



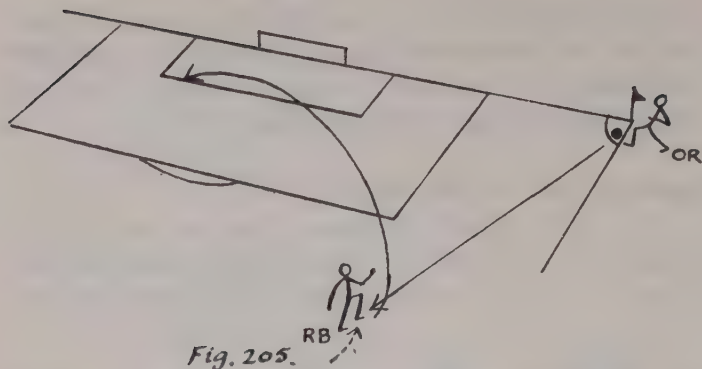
is running in for a shot (fig. 204). The fast ball is dangerous anyway because of the difficulty the defenders have in controlling it. A fast ball coming at head-height can be deflected at goal by the inside-forward as he runs towards the kicker.

### Passing Outside the Penalty-area

18. The ball is first kicked to a player who, running towards the kicker, deflects it away from the penalty-area to a colleague who by means of a forward setting-up pass tries to make an opening for a shot at goal.

### Pass to the Full-back

19. A defence may be surprised if the ball is first



kicked to the full-back who, running in, drives it or lobs it towards the goal (fig. 205).

### **Short Corner to Centre-forward**

20. The centre-forward runs out quickly and with good timing towards the wingman taking the corner-kick, to receive a short pass on which he turns and proceeds to attack goal with the wingman's help.

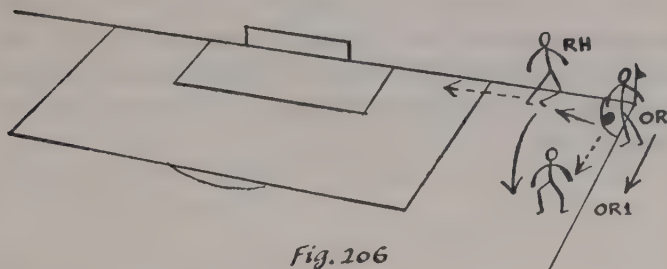
### **Short Corner to Inside-forward or Wing-half**

21. The wingman taking the kick sends the ball to the inside-forward who makes to take it to the goal-line but instead pulls it back with the sole of his foot so that the wingman, running infield, can gather it behind him and dash for goal—a 'scissors' movement.

### **Short Corner to Wing-half**

22. The wing-half moves into a position two yards from the wingman, and receives a short pass crossing over to the goal-line. If there is only one defender covering the movement, the wing-half feints to pass back to the wingman but darts along goal-line. If this move is well

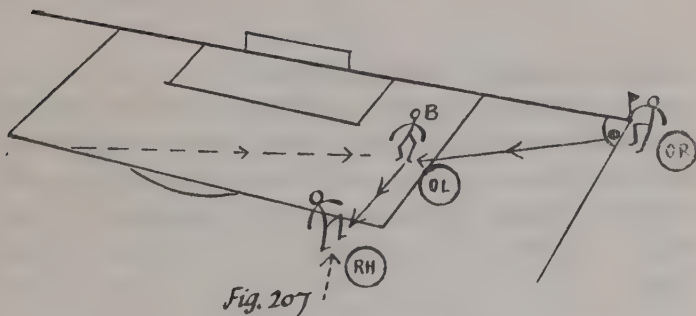
covered, he passes to the wingman who moves into the penalty-area to shoot or cross the ball hard and low (fig. 206).



*Fig. 206*

### Short Corner to Inside-forward or Opposite Wingman

23. *a.* The opposite wingman crosses over to position B. to take a short pass from A. which he passes to the wing-half running in to shoot (fig. 207).

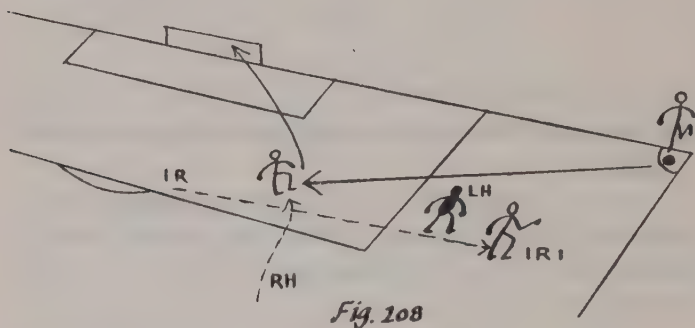


*Fig. 207*

*b.* Alternatively, the opposite wingman at B. receives a short pass and passes back to the outside-right who takes it along the goal-line. If a defender follows him, the outside-right attacks along the goal-line. If a defender covers him, the ball is passed to the other wingman who turns to attack goal.

### Feint to Take a Short Corner

24. The inside-forward runs out to the edge of the penalty-area, calling for a pass. Usually the opposing wing-half marking him follows, eager to intercept the pass. The ball is then kicked low and hard into the space vacated for the attacking wing-half to run in and shoot at goal (fig. 208).



### Defence Against a Short-corner

25. It is important for a defence to have two men to mark against the threat of a short corner. Usually the wingman comes back to cover the attacking wing-half whilst the inside-forward takes the wingman—or vice-versa according to what has been arranged beforehand.

### Keeping Tally on Corners

26. It is worthwhile to make a check on all corner-kicks in matches and analyse the reasons for success and failure in getting an attempt to score. From this many slight variations of timing, positioning, and feinting will be made.



*Free-kicks*

Usually, the more quickly the free-kick is taken, the greater the advantage to the side taking it. From a defensive point of view, therefore, players should assemble as speedily as possible to shut-off any direct attack at goal. Under no circumstance should players resort to deliberate time-wasting devices.

**Conditioned Game**

27. A game can be conditioned so that many free-kicks are awarded for imaginary infringements. Each side then gets practice at both taking quick free-kicks and assembling its defence.

**Defensive Barriers**

28. When a direct free-kick is given just outside the penalty-area in a position from which a shot can beat the goalkeeper, it is wise to form a wall or barrier of defenders 10 yds. away from the ball to protect the goal. A wall of two or three players may be sufficient for very long shots but four are thought to be essential when the goal is under a real threat. The goalkeeper usually lines-up the ball (see diagram in Goalkeeping), the end player, and the post nearest the side from which the kick is taken; the four players then bind each other with their arms so that there will be no flinching. Other defenders position themselves to tackle attackers to whom a pass may be made. It is worthwhile to develop a simple routine system; the right-back takes the post on the right and the left-back on the left, with the wing-halves and inside-forward making up

the barrier. This leaves the centre-half and the other full-back to shut-off other forms of attack. If the inside-forwards are quick to take-up position, the barrier can be formed by the full-back, wing-halves, and one inside-forward, leaving the centre-half and the other full-back free to defend.

### **Beating the Barrier**

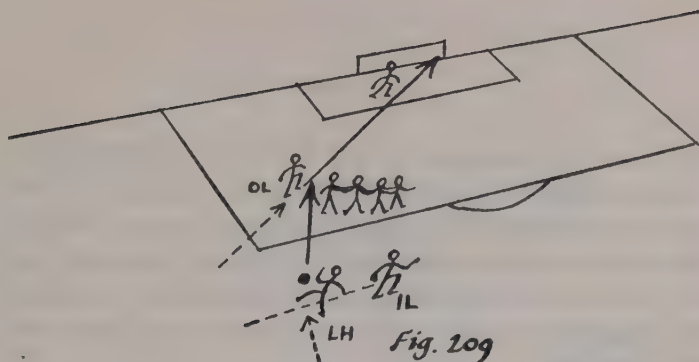
29. A simple method of getting past the wall is for a player to pretend to take the kick, but at the last second he passes the ball sideways for another player to shoot at goal. The two players concerned need to rehearse this thoroughly so as to be able to disguise their actions as much as possible and to produce the best timing and placing of the pass and the shot.

30. A defence usually expects a preliminary feint and therefore tenses immediately afterwards. This is the time to feint again whilst players are keyed-up to defend against the shot. For example, the inside-left runs up to take the shot or to make a pass but takes his foot over the ball and runs on obliquely. The left-half follows-up and prepares to shoot whereupon the wall tightens its hold, but instead of shooting he slides the ball past the end man to the outside-left who is running in for the actual shot (fig. 209).

31. The inside-right runs up to take the kick but instead pushes the ball sideways to the right-half who is positioned as if to take the shot. He allows the ball to run on to the inside-left, who runs in to shoot.

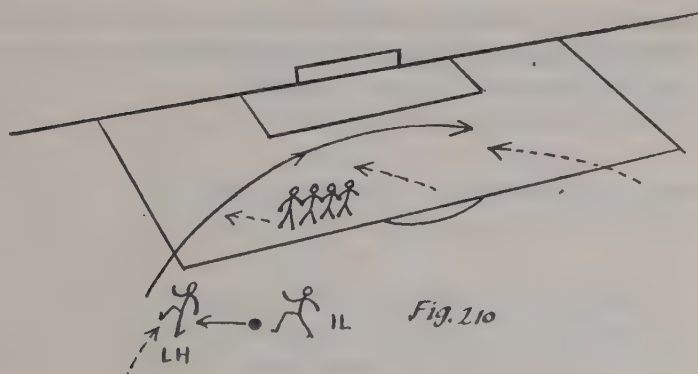
32. An attacker can stand in front of the wall and the ball is then played to him so that he can deflect it sideways for another player to run in and shoot.

33. The ball is passed sideways to a player standing



some few yards away. As a defender turns to block his shot, he lobs the ball over the wall to a player or players running in from the other side towards goal (fig. 210).

34. Though plans can be laid to get round the wall, the player should not ignore the obvious chinks. If a gap is there, it is as well to shoot hard through it. If the goal-keeper seems to be badly sighted, then a chipped lob may easily take him by surprise.



## *Goal-kicks*

Most goalkeepers prefer to kick the ball out of the hands near the edge of the penalty-area rather than kick a still ball from within the goal-area. Various passing devices are used to give the goalkeeper the chance to pick-up the ball. It must be remembered that the ball must go outside the penalty-area before the kick is deemed to have been taken properly.

35. The goalkeeper puts the ball in the goal-area and then kicks it lightly to a nearby full-back following up his kick. The full-back, waiting outside the penalty-area, pushes the ball back into the area for the goalkeeper to pick-up. If an attacker rushes in to harass the goalkeeper, he can make a throw.

36. The goalkeeper passes the ball to the full-back at the side of the penalty-area; he drives it back across the area to the other full-back for him to clear upfield.

37. If the centre-forward makes to run to the full-back before the ball is played to him, the goalkeeper passes it forward to the centre-half who turns to play it upfield or give a back-pass to the goalkeeper for him to make a long volley-clearance upfield.

# 17

## Tactics

TO A LARGE EXTENT tactics are decided by the separate abilities of the players as well as by the overall blend of these abilities in the team. Tactics which work successfully with one team may be entirely unsuitable for another team because the players are incapable of adapting their styles of play. Even so, there are some general principles of attack and defence which are worthwhile noting.

### *Defence*

The players in defence should aim to:

- a.* Move faster to the ball than the opposing attackers.
- b.* Be decisive and powerful in the tackle for the ball.
- c.* Counter-attack quickly whenever the situation presents itself. This means a frequent use of the longer type of pass.
- d.* Be accurate with the long pass, and treat every clearance, when possible, as a service to the forwards.
- e.* Judge correctly when it is best to 'hold' the ball



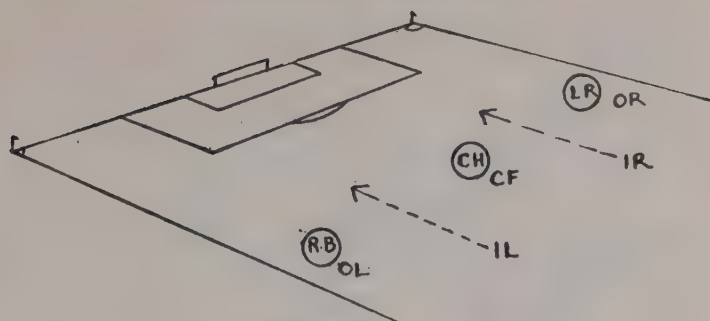


Fig. 212.

tackling the wingmen early, but leaves the defence more exposed to a quick break-through down the middle (fig. 212).

*d.* Both wing-halves act primarily as defenders, so that the five defenders in front of the goalkeeper always present a compact group of resistance to any forward approach. This gives a 'tight' defensive system, but may make any close support of the forwards difficult.

*e.* One wing-half is primarily a defender, acting in emergencies as a cover player behind the centre-half. This is a feature of the four-two-four team formation. It allows the full-backs to play more square with each other and to mark the opposing wingmen closely. The other wing-half is allowed to roam, defending when necessary but mainly helping to launch attacks with the forwards.

*f.* Because of the difference in the systems of numbering players, some Continental and South American defensive formations seem to have a rather strange appearance. For example, the two wing-halves—Nos. 4 and 6—may mark the opposing wingmen, and the two full-backs—Nos. 2 and 3—provide a double cover for the middle of the field. This is in effect a four-player defensive line



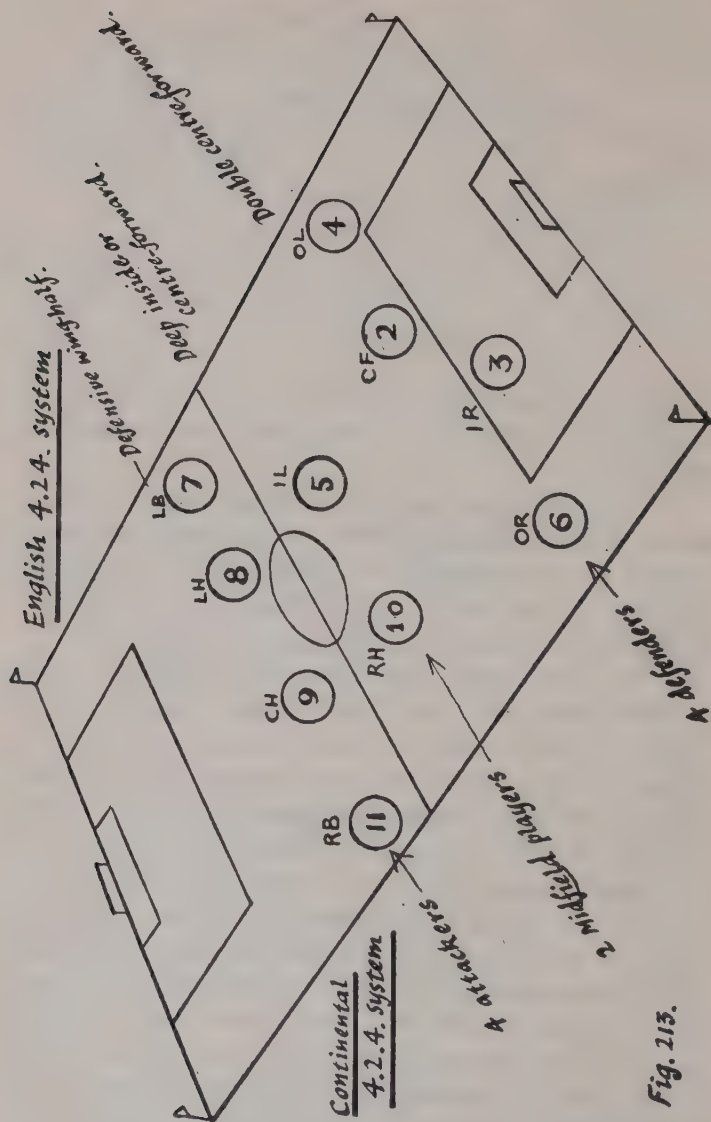


Fig. 213.

as in the 'four-two-four' system. The centre-half, No. 5, becomes a half-back working in the middle of the field (fig. 213).

*g.* The full-backs help in attacking play. When one of them dispossesses the opposing wingman, he can often make some headway unchallenged.

*h.* The goalkeeper adds to his function by running out to smother through-passes and even to venture outside the penalty-area to affect a clearance kick.

*i.* The defence retreats to the penalty-area before attempting to tackle. This is useful in moments when a defence is outnumbered, as the withdrawal tends to slow down and confuse the opposing attack. It is sometimes used as a form of negative strategy against a superior team, but it requires careful co-ordination and much skill by the defenders to be really effective.

### *Attack*

The players in attack should aim to:

*a.* Position themselves quickly to receive a pass from the defenders, and continually to seek new positions to help whoever may be in possession of the ball.

*b.* Challenge to win possession of the ball from a clearance kick or a long service from their own defenders.

*c.* Work at speed and with verve in the final phase of an attacking movement—each forward must be ready to take responsibility for making a shot.

*d.* Shoot with eagerness and power.

*e.* Challenge for possession of the ball immediately it is lost to an opposing defender. Harassing a defender tends to make his passing less controlled and therefore there

is a greater chance of the pass being blocked or intercepted.

*f.* Keep in the game, varying the form of approach play.

Some of the tactical formations used by teams in attack are as follows:

*a.* The centre-forward and wingmen are the main spearheads of direct and forceful attacks. These three players have speed and powerful shooting as their main assets and are supported by two ball-playing inside-forwards. This is typically the 'W' of the 'W.M.' system.

*b.* The wingmen are of the 'ball-holding' type who prefer to receive the ball in a deep position, away from the opposing full-back, and then to make their approach by skilful dribbling or close interpassing. Usually one of the inside-forwards moves upfield to help the centre-forward penetrate past the centre-half. This is sometimes called the double centre-forward plan. It is essentially the same as the four-forward formation in the four-two-four plan (fig. 213).

*c.* One wingman is of the direct thrustful type and the other is a 'ball-holder'. This tends to give a lop-sidedness to attack, but if the centre-forward withdraws a little, the whole forward line can assume an echelon formation; one flank starts the initial approach play and the other forces home the final stages of attack.

*d.* The centre-forward lies deep and allows the inside-forwards and wingmen to go into the forefront of the attacking formation. Apart from the numbering of players this is virtually no different from the double centre-forward plan or the four-forward formation of the four-two-four plan.

*e.* The forwards frequently interchange functions and positions. This requires an all-round skill and ability

in each forward, as well as a clear understanding of each other's movements. At its best it provides the most devastating form of attack because of the confusion it can create amongst the opposing defenders.

### *Team Tactics*

Some of the general tactics used by teams are as follows:

*a.* The whole team keeps as compact as possible, so that forwards can help in defence and defenders help in attack.

*b.* Seven players are used in an all-out attack, when the team is in possession of ball. When possession is lost seven players help in defence.

*c.* One (or two) players are detailed to mark closely an outstanding player in the opposing side.

*d.* Once the team has taken the lead in goals the ball is interpassed without attempting to make headway, in order to draw opponents into false positions.

*e.* The team uses every opportunity to centre the ball near the goal-area. If the forwards are good at heading these centres can be high, otherwise use should be made of fast low drives. As the approach is made on one down flank, the other forwards run to meet the ball as it is crossed.

*f.* When the opposing team is balancing its defence, use is made of the long crossfield pass to the opposite wingman. If the opposing full-backs are close-marking the wingmen, attempts are made by one of the inside-forwards to penetrate on either side of the centre-half.

*g.* Two or three short passes are used to concentrate on a particular group of players, and then a long pass is sent to a player 30 yds. away.

PART FOUR

ORGANISATION





## Coaching Schemes and Tables of Activities

IN VIEW OF THE WIDE VARIETY in practice conditions, it is difficult to lay down a scheme of work or standard sets of exercise tables. A lack of reasonable facilities, especially during winter evenings, can seriously affect the amount and type of training. If the player is to improve his skill with the ball as applied to situations in a game, he needs plenty of space. Indoor practice in small gymnasias and halls is therefore a poor substitute for outdoor work. Indoor activities tend to assume a 'milk-and-water' character and to lack the important features of a vigorous game.

Most amateur players have to be content with one or two evenings of training a week. If they have no access to a floodlit area, they have to be satisfied with running and exercises to keep them fit. This is very unsatisfactory as it is essential for any footballer to spend a sizable part of his training practising with the ball.

The following schemes of training and tables of exercises and other activities have been drawn up to illustrate the many different patterns of training which may be arranged. Obviously the coach must plan his own pro-

gramme, bearing in mind the facilities and equipment at his disposal and the needs of the particular group of players.

**Table 1.** *An indoor or outdoor session for a large class of boys aged 9-11 yrs.: 35 mins. school session. Aims: to improve (a.) ball control; (b.) passing.*

1. Each boy with a small ball: solo practice—15 minutes.

a. Kick ball against wall: stop it with side of foot.

b. Kick ball against wall: stop it with sole of foot.

c. Run around, playing ball with outside of foot.

d. Kick ball ahead, and run fast to stop it.

e. Throw ball up, let it bounce once, and then trap it with sole of foot.

f. Throw ball up, head it, and then trap it with sole of foot.

2. In pairs—each pair with a ball—10 minutes.

a. Push-pass continuously, stopping ball with side of foot, before making return pass.

b. Push-pass to partner, and then run towards him for return-pass. Pass again, and then turn to chase return-pass back to original position.

3. Five-a-side practice—10 minutes.

*Note:* The coach should encourage boys to concentrate on the improving ball control and skill at passing. These are the twin themes of the lesson, and it is important that the boys themselves should feel that they have made some progress.

In the final game stress should be laid on good control and good passing.

It is preferable to work out-of-doors but with a small group the activities can be done in a school gymnasium. The five-a-side practice would then have to be arranged on a 'team exchange' principle or else replaced by other passing activities in which all the class can take part.

**Table II.** *An outdoor session for a class of boys aged 9-11 yrs.: 1 hour 15 minutes school session. Aims: to improve (a.) ball control; (b.) shooting; (c.) passing and team play.*

1. In pairs—each pair with a ball—15 minutes.

*a.* Players with the ball position themselves along halfway-line and face partners 25 yds. away. A. drives ball to B. who controls it quickly and then drives it back to A.

*b.* As in (*a.*) only A. first pushes ball gently forward and runs to kick a low drive to B.

*c.* As in (*a.*) only A. first pushes ball obliquely sideways and runs to drive ball to B.

*d.* As in (*a.*) only A. and B. run towards ball and try to control it with one touch before driving it back to partner.

*e.* A. throws ball overhead, runs to trap it, and then turns and dribbles ball in B.'s direction before driving it with all strength to B.

2. Two groups at each end of field. Players arranged in threes—each three with a ball. One player fields behind goal, two others position themselves outside the penalty-area for an interpassing movement followed by a shot at goal. Players change functions during each activity—20 minutes.

*a.* A. passes to B. who returns ball as in a wall-pass for A. to run forward and shoot at goal. C. recovers ball and kicks it back to A.

*b.* A. passes ball to B. who runs with it towards the goal-line before centring, so that A. can run in to shoot at goal. C. retrieves ball.

*c.* A. and B., while interpassing, run towards the penalty-area. As soon as either player receives the ball in the penalty-area he must try to shoot.

3. Conditioned game in which the aim is to bring stress to certain points. Only one condition is imposed at a time. 40 minutes approximately.

*a.* Players to be encouraged to control the ball and to look before passing.

*b.* Whenever the ball reaches the penalty-area boys must try to shoot.

*c.* Players to be encouraged to run fast to the ball, to control it quickly, and then use a long pass whenever possible.

*d.* Players to keep roughly 10 yds. away from their colleagues in an attempt to stop overcrowding.

*e.* The game to be played without conditions but with the coach urging good play and strong shooting.

*Notes:* Young players need to practise strong kicking. In the early stages it is as well to emphasise that a shot should be made with all their strength and aiming roughly at the middle of the goal.

The coach should aim to get the boys to perform as many repetitions of the kicking and ball-control activities as possible. He should confine his comments and advice on technique to simple essentials.

**Table III.** *For boys aged 12-15 yrs.: 45-minute school session.*

*Aim: to improve heading and ball control when receiving a ball kicked from a fairly long distance.*

## ORGANISATION

### 1. Each player with a small ball—10 minutes.

*a.* Throw ball high into air, head it continuously, gradually reducing its bounce from the head, and finally heading the ball high and trapping it under sole of foot.

*b.* Throw ball high into air, head it strongly, and then trap it by catching it on the upper part of instep.

*c.* Kick ball out of the hands and run forward to head it upwards again; repeat after allowing the ball to bounce once.

### 2. In threes—10 minutes.

*a.* A. throws long ball to B. who heads to C., C. then throws to A. who heads to B., B. then throws to C. who heads to A.

*b.* Develop practice (*a.*) by varying the service so that the player who is heading has to run to the ball as it drops.

*c.* Develop practice (*a.*) by getting the third player to run into position so that the ball can be headed to his feet.

*d.* Try activities (*a.*), (*b.*) and (*c.*), using long volley-kick out of hands for the service.

### 3. In threes—10 minutes.

*a.* A. throws to B. who brings ball under control using his chest. B. throws to C., and so on.

*b.* As in (*a.*) only the performer brings ball under control using his head.

*c.* As in (*a.*) only the performer brings ball under control using his foot or thigh.

*d.* As in (*a.*), (*b.*) and (*c.*) only the ball is served by a lofted kick and the receiver tries to control the ball in the most suitable way. Gradually increase distance.

*e.* A. lofts the ball to B. who controls quickly and then passes to C., and so on.

4. Game of football with the emphasis on heading and ball control. Players are also encouraged to make long lofted passes. 15 minutes approximately.

*Notes:* Footballs should be reasonably light and the session should take place on a dry day. It can be taken indoors if the length of service is reduced, but the final game would have to be replaced by a game of alternate heading and catching.

It is important that players should be trained to head a ball received from a long high kick similar to that experienced in a real game.

**Table IV.** *For two teams of boys aged 12–15 yrs.: 1½ hour session. Aims: to improve (a.) stamina; (b.) ability to take up position to help player in possession of the ball; (c.) ability to pass intelligently.*

1. In pairs—each pair with a ball—15 minutes.

*a.* A. and B. jogtrot, playing the ball between them.

*b.* A. passes ball to B., and then sprints ahead to receive return-pass. A. passes back to B. who then pushes the ball to A., and sprints ahead to receive return-pass.

*c.* A. is jog-running 7 yds. ahead of B. B. pushes ball forward to A. who turns either to right or left, and pushes the ball back to B.

*d.* A. and B., positioned 20 yds. apart. A. inter-passes with B. but jogs forward closing the gap, then suddenly A. makes a quick sprint in any direction, and B. tries to pass the ball to join A. in his stride. Repeat until A. tires when B. takes over the running.

2. In threes—15 minutes. A. interpasses with B., and then C. runs away from A. and B., calling for a pass. A. (or B.) then passes to C. whilst the other player (A. or B.)



runs to join C. in another bout of interpassing. Concentrate on a good quick sprint and an accurate long pass.

3. In groups of five—three-against-two—15 minutes. Three players try to interpass while two others try to intercept. They should confine themselves to a limited space, e.g. the centre-circle, penalty-area, or corner of the field. The three players should aim to keep on interpassing and running into position without the opponents getting possession of the ball. The activity is kept going for two minutes, when the players rest for a minute or so while the ball is passed around all five of them; a new three and two are then formed and the activity is repeated.

4. Game of football—1 hour.

a. During the first half emphasis is given to control and push-passing, nearby players being urged to run into position to help the player with the ball. The latter should also try to see the best move open to him. Every now and then the coach can stop the game to analyse a situation and to show its possibilities in terms of good positioning and passing.

b. Normal game with coach expressing approval of any good movement or of unselfish work in running to help a colleague.

*Notes:* It is important to give players the chance to express their skill in match practice. When a theme has been worked upon for a time the coach should test out its purpose in the game.

A session like this may have to be repeated several times before the practice of running to facilitate a pass becomes a habit.

**Table V.** *For youths 15–17 yrs.: 1½ hour session. Fitness Training with Restricted Facilities for Ball Practice. Aim: to*



*develop strength, agility and endurance, and to improve light control of the ball.*

Many local authorities will allow the use of school gymnasium for evening recreational training for selected youth groups. Occasionally, a youth team may obtain the use of a small hall or gymnasium for one night a week during winter months. With a little ingenuity simple equipment can be acquired at very little cost. Weights for resistance exercises and circuit-training can be made from concrete blocks, or some material from local scrapyards, though old floor mats will be needed to protect the flooring when weights are used. Red plastic footballs are reasonably cheap and wear well if used indoors.

1. Interval running, for warming-up and increasing endurance—20 minutes. Players run in pairs or small groups:

a. Run, at slow jog, 10 circuits of gymnasium.

b. Run, in opposite direction: jog 50 yds., walk 20 yds., sprint 30 yds. Repeat 5 times.

c. In threes—fast shuttle running. A. runs down length of gymnasium to touch B. who races back to C. who races to A. Each player does ten trips.

2. Resistance Exercises—20 minutes.

In pairs—each pair works at a different exercise and moves from one to the other round a circuit. If weights are not available, other strenuous exercises of similar nature should be chosen:

a. Fireman's lift—carry partner twice length of gymnasium.

b. Ten 'Burpee' jumps.

c. A. back-lying, B. standing astride, grasping A.'s wrists; B. does arms-bend-and-stretch to raise A. into an inclined hanging position. Repeat 20 times.

## ORGANISATION

*d.* Dumb-bell weights, 25 lbs. in each hand—or bar-bell, 50 lbs., carried behind neck. Perform 15 squats.

*e.* Dumb-bell weights, 25 lbs., in each hand; back-lying with arms sideways; arms raised forward with double leg raising. Repeat 10 times.

*f.* Back-lying with foot support at ankles—weight 25 lbs. held behind head. Trunk raise and lower. Repeat 5 times.

*g.* Dumb-bell weights: stand slightly astride; trunk lean sideways and backwards, to touch bells.

*h.* Dumb-bell weights: standing jump with twist to make 180° turn, to land in squat position.

3. Relays races and ball control activities—40 minutes.

*a.* Run backwards, pulling ball with sole of foot.

*b.* Run, dribbling ball and making circuit of obstacles.

*c.* Run, dribbling ball, make a forward-roll, and continue dribbling.

*d.* Run, dribbling ball to the other end of room or gymnasium, and pass back to the next team-mate.

*e.* Keep ball off ground and run to other end of gymnasium—the ball to be played a minimum of 10 times. Throw back to next team-mate.

*f.* Team tests—each player to head three times successively;

—side-footed volley successively round team;

—scoop the ball overhead and trap.

*g.* 'Change' football in pairs: two from each team dribble and try to score by a side-footed pass; the ball has to strike the end wall of the gym, the remainder of the team linking arms and trying to prevent it.

4. Stamina Test—20 minutes.

a. Circuit training, or

b. A selected number of exercises with 10 repetitions of each—ending with a shuttle-run of 10, 20, or 40 trips, depending upon the length of the room and capabilities of players, or

c. Obstacle circuit, with the obstacles arranged to give a reasonable test of agility, climbing, and jumping; repeat circuit sufficient times to produce test of endurance.

*Notes:* Much of the success of a training class in limited space depends upon the organising ability of the instructor. There is no need to make great changes in the types of exercises from one session to another. Indeed, it is wise for the performers to become familiar with a sequence, so that gradual improvement can be assessed.

**Table VI.** *For youths aged 15–17 yrs. 1½ hour session approximately. Team training and ball practice. Aim: to improve stamina and to develop the functional use of personal skills.*

1. Running with the ball—one ball between two players—10 minutes.

a. Interval running: 25 yds. jog, 25 yds. sprint. Each player takes a turn with the ball. Repeat 10 times.

b. In pairs, making two large circuits of field. Volley interpassing with head and feet, trying to advance with reasonable speed without letting the ball fall to ground.

2. Fast games with four-, five- or six-a-side—30 minutes.

a. Small area—players to play as fast as possible.

b. Across width of field: five-a-side, reducing to five v. three for periods of 3 minutes.

c. Six-a-side, with man-to-man marking, control-and-push football.

3. Functional practices, according to the standard of performance of players and their particular needs—groups to be arranged to help each other—30 minutes. For example:

Goalkeeper—practise dealing with onrushing players.

Full-backs—practise chips to wing- or inside-forward.

Wing-halves—practise turning and making setting-up play with wing- and inside-forward.

Centre-half—heading; control from a long goal-kick.

Wingers—fast runs at goal-line, followed by a chip to far post or pull-back pass.

Inside-forwards—wall-pass and shot from edge of penalty-area.

Centre-forward—runs at goal to beat goalkeeper.

4. Fast game of football or six-a-side, with players urged to re-position themselves continually on each pass—15 minutes.

5. Finish with 10 trips of length of field: jog to half-way-line, sprint to the end, turn and repeat 10 times. 4-5 minutes.

*Notes:* Throughout the session goalkeepers should work together and relate stamina practices to their needs when not otherwise required in games or functional drills with other players.

Apart from the functional practices, the coach should set a strenuous pace throughout with only brief recovery periods. Players should feel tired at the end of the session, the idea being that if they train hard mid-week they will comfortably manage a strenuous game at the week-end.

## *Training for Senior Amateur Clubs*

The question is often asked: "How much training must an amateur player carry out to reach high standards of fitness and skill?" It is reasonable to say that three evening sessions of one-and-a-half hours duration are essential for players aspiring to senior club honours. In considering how to raise general standards of play in a senior amateur club a scheme must be planned which, though setting new targets, bears in mind the limitations of club facilities and the human problems involved in getting players together. The following scheme has been tried out with some success and is therefore recommended as a basic programme:

### **1. Summer Training from May to the end of June**

Players assemble one evening per week, with the idea of keeping fit during the summer months. Not all the players will be able to attend but it is a worthwhile measure for those who are keen enough. The training must not be too strenuous, but it is wise to make it purposeful by practising advanced skills and tactical moves. These summer evening sessions will provide the coach with some of his best opportunities for practical coaching. All that is required in the way of space are two small areas, say 40 by 25 yds., so that some small-sided team games can be organised.

### **2. Course for Preliminary Coaching Certificate—a week-end during July for first team players only**

At first this suggestion may seem an extraordinary

method of training, but players often find a new kind of pleasure in learning how to coach and it will inculcate a fresh interest in their practices. The experience will prove valuable for functional training or where the player has to train solo. Some of the players will undoubtedly show reasonable capabilities as coaches and will wish to help the club when they have finished playing. One of the greatest needs of the amateur game is to find men who are willing to coach the generation that follows them. Players assemble for the course on a Friday evening for the first session, and carry on through Saturday and Sunday. Tests for the Certificate can be arranged at a later date.

### **3. Pre-Season Training—late July and August —for all club players**

Most of the players will wish to undertake some pre-season training and it is important not to overcrowd the practice area; young players should be tried out at other times. In the early periods the training and ball practices should aim to develop endurance in running to enable players to meet the demands of a most strenuous game. At this time of year the weather is more likely to be suitable for the ground to be used regularly in developing team tactics, though due to holidays it may be difficult to assemble all members of the first team. Those who can should train two evenings a week for  $1\frac{1}{2}$  to 2 hours, and a practice match should be played on the Saturday.

### **4. Beginning of season—August to early October**

The amount of training will depend on the number of mid-week fixtures. Coaching and practices can now be related to the team's experience in its early matches.



## 5. Winter season—mid-October to end of March

It is essential to possess floodlighting if any worthwhile work is to be carried out during this part of the season. The whole pitch need not be floodlit—merely a small area such as a car-park. In fact it is helpful in wet weather if the floodlighted space is some semi-permanent surface, away from the main ground. The space should, however, be large enough to permit small-sided team practices. If the club possesses a large room, this should be used for fitness training, e.g. circuit training when it is not possible to work out-of-doors. It is desirable to maintain the two nights of training each week. Those players who can only manage a single session should be prepared to make it really strenuous. The coach must plan his sessions carefully and introduce new training ideas at each session in order to maintain the players' interest.

## 6. End of season—late March to April

Postponed games tend to interfere with any serious plans for ball-practice. It is a time, however, when training can be devoted to the improvement of advanced skills.

**Table VII.** *Fitness training indoors for amateur players—on the basis of one session per week of 1½ hours. Aim: to develop strength, agility and endurance.*

1. Running activities—30 minutes.
  - a. Jog-run, changing length of stride.
  - b. Sprint runs with turns and sprinting backward.
  - c. Ten trips up-and-down touching the end walls



of the gymnasium, followed by 10 laps jogging round the gymnasium, trying to maintain the same time on each lap.

2. Resistance exercises—30–45 minutes. These can be performed in the player's own time and in any order.

Arms, shoulders and back:

- a.* Hanging from a beam or bar—chinning (5 to 7 times).
- b.* Front-support—arms-bending (15 to 25 times).
- c.* Weights—alternate arms-press-upwards (20 times). Weights according to strength.
- d.* Weights at shoulder- or neck-level—front-lying—foot-support—trunk-raising (5 to 10 times).
- e.* Weights—hands together—elbow-bending sideways, raising hands to chin level—'rowing' (15 to 25 times).

Lower trunk and abdomen:

- a.* Weights—back-lying—foot-support—arms-raising and trunk-bending downward (15–25 lbs. in each hand—6 to 12 times).
- b.* Sitting—ball-juggling with feet off floor (1 minute sessions).
- c.* Back-lying—knees bent—arms bent, holding weights at shoulder-level, or holding weight on chest—raise head and shoulders, keeping lower back on floor (10–25 lbs. weight—5 to 7 times).
- d.* Stand with feet astride, holding bar-bell or weights in front of body—arms-bend, keeping elbows at side of body (50–75 lbs. weight—6 to 12 times).
- e.* Back-lying—trunk- and leg-raise to hold position of sitting with fingers resting lightly on ground and legs raised (5 to 7 times).

**Leg:**

*a.* Standing with feet astride and the bar-bell held on shoulder—knee-bending to half squat (50–75 lbs. weight—10 to 15 times).

*b.* Dumb-bell weights, held in the slight forward-lunge position—change feet with jump (10–25 lbs. weight—10 to 15 times).

*c.* Carry own weight in fireman's lift (30–50 yds.).

*d.* Stepping on bench 20 ins. high (1 minute sessions—10–25 lbs. dumb-bells).

*e.* Jumping—'Sargent' jump test, maintaining or improving maximum height (5 to 7 jumps).

3. *a.* If space is restricted, arrange tests of stamina over an obstacle course, or recreational activities involving rapid sequences of wrestling, skipping, and agility activities (15–20 minutes).

*b.* If reasonable space is available, arrange fast recreational ball games, e.g. (i) 'throw head' football; (ii) basket-ball; (iii) relays; (iv) 'change' football.

*Notes:* In the first lessons it is as well to perform resistance exercises without weights, and then gradually introduce them into one or two exercises. Players should be encouraged to perform solo exercises as well as they can, trying to do a better performance each week.

**Table VIII.** *An outdoor session for amateur players involving fitness training and ball practice: 2 hours. Aim: To improve (a.) endurance and agility; (b.) skill of fast interpassing; (c.) tactical play based on match performance.*

1. Running, approximately 12 laps of field— $\frac{1}{2}$  hour: 2 laps jog-running for warming-up, followed by 2 minutes

of wrestling in pairs and lifting activities.

2 laps of wind-sprints—walk (25 yds.), jog (25 yds.), run (25 yds.)—followed by 2 minutes of vaulting agility exercises.

2 laps, alternating between walk (25 yds.) and sprint (25 yds.), then turn and run backwards (10 yds.), turn and sprint forward (25 yds.), followed by 2 minutes of throwing and catching exercises.

2 laps of interpassing activities, involving sprinting, turning, and jumping, e.g. (a.) in pairs: interpass and run ahead to receive forward pass; (b.) in pairs: A. throws to B. who is moving backwards. Heads ball back to A. This to be followed by 4 minutes volley passing.

2½ laps of 'increasing demand' (a.) run at speed down one side and walk one; (b.) run at speed down two sides and walk one; (c.) run at speed down three sides and walk one. This to be followed by 4 minutes jumping exercises to head and catch, and by 4 minutes diving exercises to head and catch.

1 lap obstacle race, involving climbing, jumping, crawling, vaulting, forward rolls, etc.

2. Five-a-side games in an area of 40 by 30 yds.:

a. 'one touch only' for both teams;

b. 'one touch only' for one team while the other team plays as it will;

c. 'one-two' (control-and-push) football at speed (20 minutes).

3. Tactical moves. Analysis of typical interpassing situations, leading to a good vantage point for shooting. Sections of the attack to work against defensive sections, after which the whole attack works against the whole defence, trying to foster (a.) variations of triangular passing situation on the wings; (b.) deep movements by the centre-

forward with inside-forwards breaking-through ( $\frac{1}{2}$  hour).

4. Game of football, concentrating on speed, passing first time whenever possible, and striving for the type of attacking play which gives a clear final pass to a player running into a shooting position ( $\frac{1}{2}$  hour).

5. Obstacle or Stamina run. Players make fast circuits of running or do a power-agility circuit over obstacles (10 minutes).

**Table IX.** *Solo Training for the amateur player. This type of training schedule inevitably depends upon the facilities available. Here are two schedules in brief. If the player is restricted to one period each week, his aim should be to improve his endurance, though a tethered ball could provide ball practice in a small garden or back-yard.*

**For the player who has to train at home—1 hour**

1. Run around the streets in a warm track-suit and plimsolls. Use street marks for intervals in running. Once having planned a course, stick to it for several weeks and try at each outing to increase the length of the running intervals and the pace of the sprinting. Set a task of, say, two to three miles of interval running and finish with a sprint of 50 yds.—20 minutes.

2. In back-yard or garden: (a.) select a number of fitness exercises which can be repeated in sequence. Decide on the number of repetitions for each and gradually increase them; or (b.) use a simple circuit of ten resistance exercises—30 minutes.

3. Skipping, using various techniques but particularly those involving high jumping with rebound—10 minutes.

**For the player who has access to a field and a ball**

1. Run round the field with the ball—7 or 8 laps with reasonably fast strides. Between each running lap walk along one side of the field but practise ball control whilst so doing—10 minutes.

2. Jog to halfway-line and then sprint towards goal, shooting the ball into the net on reaching the penalty-area. Repeat 10 times, varying the line of run to the penalty-area and the angle of the shot—5 minutes.

3. Practise a number of methods of controlling the ball when it is falling from a great height, e.g. (*a.*) kick the ball high and control it, using head, upper chest, thigh, and instep; (*b.*) kick the ball high so that it has to be chased, and then control it on first or second bounce with a quick turn and a sprint run in a new direction with the ball still under control—10 minutes.

4. Repetitive kicking against a goal-net or wall—10 minutes.

5. Wall or shooting-board practices, e.g. (*a.*) side-footed volley from 5 yds. distance; (*b.*) driving from 7 yds. distance—retreating with rebound; (*c.*) chip, followed by head or chest control, working close to wall—10 minutes.

6. Sprints with the ball: (*a.*) run fast with the ball, make a wall-pass and sprint to collect rebound—turn and repeat in other direction; (*b.*) kick the ball against wall, control rebound, turn and dribble at speed away from wall for 25 yds., then check and run back to drive ball against wall; (*c.*) sprint from goal-line, to penalty-area, turn and shoot into net—15 minutes.

7. Body exercises: preferably from the body-lying position if the ground is dry—10 repetitions of each—10 minutes.

8. Run for 10 minutes, throwing ball as far as possible, and jog on to repeat throw.

*Notes:* In solo practice it is important to fix a schedule of practices beforehand, and then stick to it throughout the session, working closely to the clock and the number of repetitions. The player thus imposes a discipline on himself to complete the session and fulfil all its requirements.

### *Training for Professional Players*

A professional club should aim to secure:

*a.* A separate training field, additional to that used for matches; preferably floodlit.

*b.* A practice area with semi-permanent surface.

*c.* An indoor gymnasium or a sheltered area. The larger this space, the better suited it will be for practising skills with the ball and for small team games.

*d.* Sufficient equipment—plenty of footballs for indoor and outdoor practice; weights for resistance exercises; apparatus for circuit training; portable shooting-boards; ropes; mats; etc.

Arrangements should be made for the senior players to train separately from the juniors. If possible there should be one coach or trainer to each group of twelve to fifteen players. The following scheme of training illustrates the kind of programme needed to provide the opportunity of developing their footballing ability to the utmost:

#### **1. Pre-season training—4 to 6 weeks**

A weekly programme should be planned, making progressive demands on endurance and strength. The amount



## ORGANISATION

of practice with the ball is increased week by week, so that the player's endurance, strength, and agility are more closely related to the game's requirements.

The following is an example of a programme for the third week:

- Monday*    *a.m.*    (a.) 1 hour's Fartlek running, or a 7 mile cross-country run, interspersed with body exercises and relaxation period.
- (b.)  $\frac{1}{2}$  hour's running at speed.
- (c.) Weight training or circuit training—15 to 20 minutes.
- p.m.*        Skill practices for  $1\frac{1}{2}$  hours.
- Tuesday*    *a.m.*    (a.) Running activities, increasing demand to produce a tolerance test of endurance— $\frac{1}{2}$  hour.
- (b.) Ball skills with emphasis on speed—1 hour.
- p.m.*        Shooting and kicking with emphasis on increasing strength—1 hour.
- Wednesday* *a.m.*        Light skill practices or recreational activities other than football.
- and p.m.*
- Thursday*    *a.m.*    (a.) Fartlek running—1 hour.
- (b.) Body and agility exercises—1 hour.
- p.m.*        Game of football, conditioned to rehearse tactical aspects— $1\frac{1}{2}$  hours
- Friday*        *a.m.*    (a.) Running at speed—15 minutes.
- (b.) Five-a-side games—30 minutes.
- (c.) Full-length game; this may be held on the Saturday— $1\frac{1}{2}$  hours.

## 2. Early part of season

When the season's fixtures start, the training and coach-



ing programme can be directly related to individual performances and of the team as a whole. Unfortunately, for all clubs this is a time of the season when two matches are usually played each week, and the time required for travelling to away matches and for recovering from minor injuries interferes with the programme. Nevertheless, between matches there should be at least one day of practice, for example: Saturday—match; Sunday—rest; Monday—training and ball practice; Tuesday—light ball practice if possible; Wednesday—match; Thursday—rest; Friday—light ball practice.

### 3. **Special Training**

Halfway through the season a change of environment for training is sometimes helpful. This may take the form of special training at a seaside resort, but an increasing number of clubs are discovering the advantages of using one of the national recreation centres, where there are both good indoor and outdoor facilities for a full programme of training and ball practice.

### 4. **Mid-season**

In mid-season it is sensible to allow the players to take an occasional day off from training. On the days when training is done, however, it should be of a strenuous nature and should test a player's tolerance in terms of endurance.



*Two Popular Annuals*

## **The official F.A. YEAR BOOK**

Fixtures for the new season with ruled result columns; full results and authoritative reports of the past season; many original and fact-packed articles. A useful and enjoyable companion for all who play or watch soccer. Introduction by Sir Stanley Rous, C.B.E., J.P.

Fully illustrated.

## **THE F.A. BOOK FOR BOYS**

Easy-to-grasp coaching lessons, articles full of solid information, short stories, statistics, games for winter evenings by the fireside. Celebrated international players, experienced team-managers and coaches give expert advice on the problems of each position on the field; together with sporting journalists, fiction writers, photographers, cartoonists and artists, they combine to make this the essential gift for any boy or teenager who enjoys his soccer—either as player or spectator.

THE F.A. BOOK FOR BOYS is now recognised as a necessary part of any young player's kit—when father has finished with it!

Lavishly illustrated.

*A key work for every grade of player*

# **SOCCER COACHING**

**WALTER WINTERBOTTOM,**

the F.A.'s Director of Coaching

Translated into many languages, this has become one of the few classics of soccer literature. Written in straightforward language and with a wealth of illustration, this book is almost equal to a complete 'coaching course'. The basic skills—kicking, passing, trapping, tackling, heading, throwing-in, goalkeeping—are described simply, and practices are given for each. Both offensive and defensive tactics are discussed in detail.

Walter Winterbottom, who also manages the England team, has compiled this book from the knowledge gained during many years of F.A. coaching courses. Methods of coaching are suggested, including specimen training programmes, coaching indoors, and tactical practices for both junior and senior teams.

Every keen player, as well as coaches and trainers, needs this book. It provides all the theory which your practice requires. No club or school library should be without it.

248 PAGES. MORE THAN 350 DRAWINGS AND DIAGRAMS

**NALDRETT PRESS**